# District Improvement Plan

# Richmond Community Schools

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# Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

# Executive Summary

# Introduction

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

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

# Description of the School System

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

Median household income is $44,200

Unemployement 10%

Average home price $105,000

Population 5,735

Source:  Great schools.org

Richmond is a city on the border between Macomb and St. Clair counties in the U.S. state of Michigan. The population was 5,735 at the 2010 census. The 2008 Census Bureau Estimate places the population at 5,606. Most of the city is located in Macomb County, though there is a small portion in St. Clair County. The city is adjacent to Richmond Township and Lenox Township in Macomb County, although it is administratively autonomous. It is also adjacent to St. Clair County's Columbus Township and Casco Township.

2010 census

As of the census of 2010, there were 5,735 people, 2,239 households, and 1,521 families residing in the city. The population density was 2,012.3 inhabitants per square mile (777.0 /km2). There were 2,479 housing units at an average density of 869.8 per square mile (335.8 /km2). The racial makeup of the city was 90.2% White, 5.0% African American, 0.3% Native American, 0.2% Asian, 0.2% Pacific Islander, 2.6% from other races, and 1.5% from two or more races. Hispanic or Latino of any race were 4.6% of the population.

There were 2,239 households out of which 33.2% had children under the age of 18 living with them, 52.5% were married couples living together, 11.8% had a female householder with no husband present, 3.6% had a male householder with no wife present, and 32.1% were non-families. 26.4% of all households were made up of individuals and 10.1% had someone living alone who was 65 years of age or older. The average household size was 2.49 and the average family size was 3.02.

The median age in the city was 39.9 years. 23.8% of residents were under the age of 18; 7.7% were between the ages of 18 and 24; 25.8% were from 25 to 44; 27.3% were from 45 to 64; and 15.5% were 65 years of age or older. The gender makeup of the city was 48.2% male and 51.8% female.

source: Wikipedia.org

Richmond is unique in that we are a small district that has many members with solid roots in the community.  We regularly see family generations of students come through our school system.  Some challenges that we an other small districts have are that with the recent economic downturn, many parents have lost jobs or are on reduced incomes.

# System's Purpose

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

District Mission Statement:  At Richmond Community Schools, we provide a quality education that empowers students to be successful in a global community.

This statement fits strongly with the district strategic plan which focuses on five key areas:

1. Strengthening instructional programs and practices
2. Concentrating on community outreach and forming partnerships
3. Maintaining fiscal responsibility and improving operational effectiveness
4. Developing extended learning and enrichment opportunities
5. Increasing marketing and communication

This plan will be come to life within the district belief statements:

Belief Statements:

A.  It is necessary that all students are prepared for the future.

B.  All students are capable of success and learn in different ways.

C. Students should have a clear understanding of their goals and how to reach them, rising to the challenge set before them.

D.  Inspired teachers are necessary for learning, and the entire staff enhances the education of the children.

E. All people deserve to be valued and treated with respect.

F. School is a safe place where every student feels safe and welcome.

G.  Family support is crucial to each student's success.

H.  Community support is essential to educating every single child.

Every student is engaged in creative thinking and problem solving and possesses the skills necessary to achieve individual goals.

Value Statements for Students and Staff:

The Board of Education believes that good citizenship and ethical behavior are two important manifestations of an effective education.  Both are based on values that have been traditionally held by Americans, regardless of background, religious belief, or political persuasion.

The Board adopts the following value statements as guides to ethical behavior and strongly encourages all members of the staff to do likewise, as a means of setting an example for District students.  It also recommends that each student be given the opportunity to pledge him/herself to demonstrating these ethical behaviors.

Statement of Values for Board Members and Educators:

A.  I will accept responsibility for all my actions.

B.  I will respect the dignify and property of my fellow workers and will never seek to do them harm.

C.  I will keep all the promises I make, fulfilling the trust that other people place in me.

D.  I will complete projects which I have begun.

E.  I will strive for excellence in all my work and will respect achievement in my fellow workers.

F.  I will discipline myself to continue to listen, learn, and study, recognizing that long-term achievement is more important to my happiness than short-term pleasure.

G.  I will not use any substance which will destroy my health and undermine my dignity.

H.  I will respect duly-constituted authority, because that authority is necessary for the welfare of my family, School District, and community.

I.  I will train myself to be useful to others.

J.  I will work together with others to improve my School District, community, and world.


Statement of Values for Students

A.  I will accept responsibility for all my actions.

B.  I will respect the dignity and property of my fellow students and will never seek to do them harm.

C.  I will keep all the promises I make, fulfilling the trust that other people place in me.

D.  I will complete projects and courses of study which I have begun.

E.  I will strive for excellence in all my work and will respect achievement in my fellow students.

F.  I will discipline myself to listen, learn, and study, recognizing that long-term achievement is more important to my happiness than short-term pleasure.

G.  I will not use any substance which will destroy my health and undermine my dignity.

H.  I will respect the authority of my parents and teachers because that authority is necessary for the welfare of my family, school, and community.

I.  I will train myself to be useful to others.

J.  I will work together with others to improve my school, community, and world.


Richmond Community Schools is committed to "Guaranteed Learning for All."  Our school system embodies its purpose through programs and expectations by giving students many opportunities to become productive, educated citizens.  We routinely offer programs after school like Lego club, kindergarten tutoring, parent nights on curriculum, after school math and reading programs, student council at all levels, key club, and many more.  Our staff is available both before and after school to work with students and/or parents in order to best meet everyone's needs.

RCSD takes pride in our award winning athletic teams that help reinforce academics in the classroom.  Our teachers and coaches work hard to put academics first.

We continue to strive to educate and inform our community with our ongoing activities with Facebook, schoolmessenger, updated website, and emails.

# Notable Achievements and Areas of Improvement

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

Community support in the approval of a $12 million technology and improvement bond that has lead to a 1:1 technology rollout in the fall of 2015.

Notable achievements and improvements for Richmond Community Schools within the last three years are offering classes for struggling students at the middle school and high school, and implementing new technology such as smartboards, laptops, and iPads in various areas throughout the district.  The high school is one of Macomb County's Green Schools because of it's recycling program and awareness of going "green."

In the next three years, we strive to continue to improve our state and local assessments, implement and monitor The Michigan Curriculum through curriculum mapping, add additional technology and support the effective implementation of 1:1 technology district wide.

We have implemented the use of an 80/20 (summative/formative) grading policy based on best practices.  We grade on mastery, not effort.  Our HS jumped from the bottom 30% to in the 60s in one year.  We have established MTSS teams at all levels which are focused on developing effective RTI programs that develop interventions at tier 1, tier 2, and tier 3.

At Richmond, we do more for less.  We offer extra curricular opportunities such as robotics, athletics, music/arts, Lego club, student government, computer club for girls, key club, K kids, and more--all include teacher involvement and higher student achievement. Our school board is involved with "True Blue" marketing to help promote the district.

We have five specials classes at Lee Elementary, and we offer an Academy of Math and Sciences for both HS and MS students through partnerships with other schools.  We also offer a seven period day at the middle school level to increase choice opportunities for students.  The Richmond Early Childhood Education Center continues to grow offering much needed preschool classes to students.  The high school has developed an early college program through Macomb County Community College.

The HS and MS both have math and reading intervention classes and the both offer para pro services for at risk students within the regularly scheduled day.

We offer quite an array of advanced classes including an advanced math track at the MS,  AP Calculus, AP Writing, AP Literature, and  AP Government and AP Chemistry.  We will be adding AP Art for the 2015-2016 school year.

Our teachers routinely use technology throughout the district.  We have two labs in every building in addition to our 1:1 technology  and all of the classrooms have interactive technology and soundfields rooted in universal design for learning.

We also offer CTE programs at the high school, partnering with AIS for a heavy equipment program.  We also offer a criminal justice program to meet the interest level in our district and bring in students from surrounding districts.

We've discovered through a recent audit that we need to work on our written policies and program evaluations in order to make data-based

decisions.  We are working on data analysis throughout the year in PLC and staff meetings to access subgroup data and determine what we do to reduce gaps in achievement.

RCSD works hard day in and day out to serve the students and the surrounding community in order to be the best we can be!

# Additional Information

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

Additionally, we would like to share that RCSD is striving to be the best that we can be in all areas.  Through Title I and At Risk funds, we've purchased new technology to help our struggling students with learning programs.  We added Elmos, Interactive Whiteboards/Smartboards, sound systems and much more in all of our classrooms through our bond.  We will be launching a 1:1 initiative starting in the fall of 2015.

We are also the first in our area to offer blended learning classes at the high school level.  Students are able to choose from a variety of classes-- also including CTE classes such as our partnership with AIS with heavy equipment.    More AP classes are being added each year-- such as AP calculus and AP biology and Chemistry and Spanish.

We have also started a Great Start Readiness program, created a new early childhood wing and revamped our preschool and childcare offerings.

At Richmond Community Schools, we are always researching how we can best serve our students and community-- and we're always open to feedback and ideas.

# Improvement Plan Stakeholder Involvement

# Introduction

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

# Improvement Planning Process

Improvement Planning Process

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

The district team continues to include parents, students, teachers from various buildings and subject matters, and administration of all levels. Members either volunteered or were asked to be a part of the group in order to include all stakeholders throughout the district, such as special education, Title I, and Title III groups.  We invited parents to take part in the group through emails, Facebook, and our texting service.

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

Legislation was reviewed in selecting the team to ensure  all stakeholders were considered.  The Title III coordinator, Superintendent, Special Education Director, Curriculum Director, Principals from all three buildings, parents, school improvement chairs from all three buildings, and community members were all invited to participate.

The improvement plan was divided up between these groups of people and their knowledge was shared both in small groups and then again in a large group share-out process.  Everyone's voice was heard either directly or indirectly, and individual responses were collected from the committee in writing.

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

The final improvement plan will be rolled out to stake holders at a staff meeting or PLC time.  It will be posted on the District's website and reviewed at a board meeting which is broadcast on our local cable channel in order  to share our plan with the community.  Notification will go out to all stakeholders via Facebook and schoolmessenger. A community newsletter is also in the works in order to best share information through the community.

# District Additional Requirements Diagnostic

# Introduction

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

# District Additional Requirements Diagnostic

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

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The District School Improvement Team reviews the CIMS data. | Yes | Shirley Matuszewski is the administrator in charge of the CIMS report.  She gave the district team a presentation about the district report and action needed. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | CIMS data is used to prepare our District Improvement Plan. | Yes | The plan was reviewed, and the team uses information from the report to make data-based decisions on the District Improvement Plan. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors). | Yes | With the technology upgrades Richmond now has an in-house filter.  Richmond uses Forti Net. The filter not only blocks adult content in district but also includes a client that is installed on all 1:1 devices to filter content across all networks.  Student access is monitored, adult content is not. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The district has a process to monitor adult and student use of the internet. | Yes | We monitor student and adult use of the internet and have services to monitor student use of district email. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The district has an Internet Safety Policy in place. | Yes | Board policy was updated in the 2014-2015 school year in preparation for the launch of 1:1 devices.  This Internet Safety Policy is available on the district website. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|       | The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements. | Yes | FortiNet filters the Internet resources provided to our students, staff, and faculty, which puts us in compliance with The Children's Internet Protection Act. We also be work with SharpSchool to monitor email and Onedrive accounts to be fully complaint with CIPA. |  |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|       | The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools. | Yes | This was completed with our bond process. |  |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|       | The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section. | Yes | This was done using the MTRaX software from the state in combination with questionnaires regarding bond technology. All teachers requested Professional Development in the new technologies and this will done through in house experts created in train-the-trainer sessions. |  |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|       | The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section. | Yes | The district has a set of technology core values that promote integrating technology in the classroom. We provide professional development at the high school with Classroom Instruction that Works with Technology, SMART board training at the Lee school, training and use of Blackboard sites throughout the MS and HS, and multiple Data Director trainings throughout the district in order to monitor teaching strategies through data. We have a plan that outlines where we would like to go for more technology professional development in the future that will constantly be added to. |  |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The district adjusts its curriculum to include technology literacy for all students. | Yes | Atlas Curriculum Mapping will show the use of technology throughout all subjects as we align to the Common Core State Standards.  Both the MS and Lee school are implementing more technology through Title I and At Risk programs for struggling students. RHS offers blended classes at all levels and implements technology regularly. All teachers have an expectation that they will have an online presence. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section. | Yes | We offer professional development to all staff in technology both through the MISD and locally.  See plans in the District School Improvement plan as well as the district professional development plant. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes | This is stated in our board policy. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.  If "yes," list the name, position, address and telephone number of the employee in the comments section. | Yes | Yes, our superintendent, Brian Walmsley, 35276 Division Road, Richmond, MI 48062.  586-727-3565. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | The District has a District Board Policy that is related to Parent Involvement. | Yes | This is part of our Board Policy available on our website. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| | The District has additional information necessary to support your improvement plan. | Yes | The district has information posted on our website to support the staff in school improvement, our administrator's pages provide links to student handbooks and staff information, and our Mission and Vision Statements also provide guidance. Our school board policy is available as well. | |

# 2016-2017 District Improvement Plan

# Overview

**Plan Name**

2016-2017 District 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 Richmond Community Schools will improve their math proficiency. | Objectives: 3<br>Strategies: 7<br>Activities: 23 | Academic | $182200 |
| 2 | All students at Richmond Community Schools will improve their reading proficiency. | Objectives: 3<br>Strategies: 9<br>Activities: 26 | Academic | $359800 |
| 3 | All students at Richmond Community Schools will improve their writing proficiency. | Objectives: 3<br>Strategies: 9<br>Activities: 26 | Academic | $389300 |
| 4 | All students at Richmond Community Schools will improve their social studies proficiency. | Objectives: 3<br>Strategies: 6<br>Activities: 23 | Academic | $79700 |
| 5 | All students at Richmond Community Schools will improve their science proficiency. | Objectives: 3<br>Strategies: 6<br>Activities: 23 | Academic | $79700 |

# Goal 1: All students at Richmond Community Schools will improve their math proficiency.

**Measurable Objective 1:**

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  in meeting or exceeding Michigan Standards in Mathematics by 06/30/2022 as measured by state assessments.

**Strategy 1:**

Classroom instruction that works: Use of Instructional Best Practices - Staff will use research-based strategies to vary instruction as demonstrated in classroom instruction that works.

Category:

Research Cited: Dean, C.B., Stonte, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD

Tier: Tier 1

| Activity - Classroom instruction that works professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will continue to receive training in the classroom instruction that works model throughout the school year.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | Title II Part A | All Instructional Staff |

| Activity - Student Conference and Goal Setting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will meet with all students to set academic goals based upon NWEA testing scores.  Goals will be done on a district created goal sheet.<br><br>Schools: All Schools | Other | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional Staff |

| Activity - Data Conferencing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results).  They will identify strengths and areas of instructional need, document their work in meeting minutes, and make adjustments accordingly.<br><br>Schools: All Schools | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff. |

| Activity - Curriculum Mapping | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Continue to map district curriculum in following the five year curriculum cycle.  Updates should be made based upon data conferencing and analysis.<br><br>Schools: All Schools | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Instructional technology professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum.<br><br>Schools: All Schools | Professional Learning, Technology | Tier 1 | Getting Ready | 08/04/2014 | 06/01/2017 | $1100 | Title II Part A | All instructional staff |

| Activity - High quality use of instructional technology in the curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will implement their professional development with the use of high quality strategies for technology integration within the curriculum<br><br>Schools: All Schools | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Activity Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| School administrators and school improvement team will monitor data conferencing minutes and lesson plans to determine the strategy's validity and fidelity<br>Schools: All Schools | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District Administrators and School Improvement Teams |

| Activity - Classroom Instruction That Works instructional best practices in the classroom | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district.  This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing  student achievement.  The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction.<br><br>Schools: All Schools | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | No Funding Required | All Staff |
|---|---|---|---|---|---|---|---|---|

**Strategy 2:**

Multi-tiered System of Supports (MTSS)  - Multi-tiered System of Supports (MTSS) is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction.  Experience has demonstrated that in order to increase achievement, successful systems plan their improvement efforts collaboratively. Developing a MTSS plan for improvement streamlines the district's efforts and resources, and maximizes improvement for all learners.

Category:

Research Cited: Coffey, J. & Horner, R. (2012). The sustainability of school-wide positive behavior

interventions and supports. Exceptional Children, 78, 407-422.


Eber, L., Phillips, D., Upreti, G., Hyde, K., Lewandowski, H., & Rose, J. (2009). Illinois

positive behavioral interventions & supports (PBIS) network: 2008-2009 progress

report. Illinois: Illinois PBS Network


Sugai, G. (2012). Multi-tiered support systems: Features and considerations.

Presentation at the annual convention of the International School Psychology

Association in Montreal, Quebec.

Tier: Tier 1

| Activity - District MTSS Leadership Team Meeting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

# District Improvement Plan
Richmond Community Schools

| The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Title II Part A | Superintendent Director of Curriculum Director of Student Support Services |

| Activity - Create district wide best practice model | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The district School Improvement Team will establish a district wide model of implementation and practice for assessment as well as data collection and review.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District School Improvement Team |

| Activity - MTSS Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The district School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | Title II Part A | All instructional staff |

| Activity - PBIS Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The district School Improvement Team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite or PowerSchool.<br><br>Schools: All Schools | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/01/2017 | $5000 | General Fund | District School Improvement team and Building Level PBIS Team |

| Activity - Assessment Creation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will research alternative methods for students to demonstrate mastery in the classroom.<br><br>Schools: All Schools | Curriculum Development | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | No Funding Required | All instructional staff. |

**Measurable Objective 2:**

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  on our local benchmark testing, thereby reducing the number of Tier II students in Mathematics by 06/30/2022 as measured by NWEA Benchmark Assessments.

**Strategy 1:**

Differentiated Instruction - Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area.

Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers will match tasks, activities, and assessments with their students' interests, abilities, and learning preferences.  Teachers will be supported with professional development.

Category:

Research Cited: Anderson, K. M., (2007). Differentiating instruction to include all students. Preventing School Failure, 51(3), 49–54. Rock, M., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. Preventing School Failure, 52(2), 31–47.

Arter, J., & Jenkins, J. (1979). Differential-diagnosis-prescriptive teaching: A critical appraisal. Review of Educational Research, 49, 517-555.

Tier: Tier 2

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed.<br><br>Schools: All Schools | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

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

| All instructional staff will use multiple sources of data to differentiate instruction for all learners.  Schools: All Schools | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |
|---|---|---|---|---|---|---|---|---|

| Activity - Activity Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| School administrators will monitor lesson plans to determine the strategy's validity and fidelity  Schools: All Schools | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District Administrators |

| Activity - Title 1a Parent Involvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Parent Involvement Activities  Schools: Will L. Lee School | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $2500 | Title I Part A | Title I Staff |

**Strategy 2:**

eSpark - The eSpark platform provides everything a school needs to support personalized blended learning on the iPad and ensures students and teachers get the most out of iPads in the classroom.  Based upon individual NWEA testing scores student goals will be set.  These goals create focus areas for differentiated learning on iPads.  eSpark will be used to help students meet their individual needs in math, reading, and writing.  Data will be collected through progress monitoring across several testing platforms.

Category:

Research Cited: http://www.esparklearning.com/data-results/

Tier: Tier 2

| Activity - Small group instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions.  Schools: Will L. Lee School | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $160000 | Title I Part A | All instructional staff and paraprofessionals |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| Staff will be provided professional development on the use and management of eSpark.  Staff will also be instructed on the goal setting process.  Schools: Will L. Lee School | Professional Learning | Tier 2 | Monitor | 08/28/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff and paraprofessionals |
|---|---|---|---|---|---|---|---|---|

**Strategy 3:**

Pre-Common Core mathematics Classes/ Math essential class combined with individualized math support - Students who are identified through NWEA, and other benchmark testing as Tier III students will be given extra instruction in math. All students will receive individualize math support based upon the benchmark testing and classroom needs.  Tier III students will be placed in a mathematics essentials or pre-common core mathematics class to help develop their mathematics skills.

Category:

Research Cited: Best Practice MISD "Principal Series" study


http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3


Tier: Tier 2

| Activity - Pre-common core/math essential classes | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Identified tier III students will receive extra math instruction in designated pre-common core and math essential classes  Schools: Richmond Middle School | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | Section 31a | Mathematics Staff |

| Activity - Data driven individualized instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide data driven intense focused instruction on deficit skills identified through screening tools using evidence based interventions.  Schools: Richmond Middle School | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | Mathematics Staff |

**Strategy 4:**

Math Support - Students who are identified through NWEA, and other benchmark testing as Tier III students will be given extra instruction in math. All students will receive individualize math support based upon the benchmark testing and classroom needs.

Category:

Research Cited: Best Practice MISD "Principal Series" study


http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3

Tier: Tier 2

| Activity - Data driven individualized instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide data driven intense focused instruction on deficit skills identified through screening tools using evidence based interventions.<br><br>Schools: Richmond Community High School | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | Section 31a | Mathematics Staff |

**Measurable Objective 3:**

10% of Bottom 30% students  will demonstrate a proficiency  of grade level standards in Mathematics by 06/30/2022 as measured by NWEA.

**Strategy 1:**

Student Study Team Intervention - While classroom teachers continue to use the expertise of specialists, they have come to rely more and more on the promising practice of school intervention teams. Educators have found that dialog and problem solving with colleagues is a very effective way to gain the support needed to work with a diverse student population. The SST is a school-based problem solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. The Student Support Team's primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems.  Teams work effectively with other teachers and staff members, analyze student problems, and design interventions powerful enough to effect the desired change. The functions and services the teams provide vary with the needs of the individual students.

Category:

Research Cited: Bay, M., Bryan, T., & O'Connor, R. (1994). Teachers assisting teachers: A pre-referral model

for urban educators. Teacher Education and Special Education, 17, 10-21. 17 Beck, R. (1991).

Project RIDE. Teaching Exceptional Children, 23(2), 60-61. Brown, J., Gable, R.A.,

Chalfant, J.C., Pysh, M., & Moultrie, R. (1979). School: A model for within school based

problem solving. L earning Disabilities Quarterly, 2, 85-96.

Fuchs, D. (1991). Mainstream assistance teams: A pre-referral intervention system for difficult

to teach students. In G. Stoner, M.R. Shinn & H.M. Walker (Eds.), Interventions for

achievement and behavior problems (pp. 241-267). Silver Spring, MD: National Association of

School Psychologists.

Love, N. (2002) Student assistance program: A guidebook for implementing and maintaining a

core team process. Round Rock, TX: Rising Tide Publications.

Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. Journal of Psychoeducational Assessment, 23, 381–394.

Burns, M. K., & Gibbons, K. (2008). Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

Burns, M. K., & Symington, T. (2002). A meta-analysis of prereferral intervention teams: Systemic and student outcomes. Journal of School Psychology, 40, 437–447.

Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.
Tier: Tier 3

| Activity - Student Study Team Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The student study team will conduct student study team meetings to provide research based interventions for students in need.  The team will need to review data collected, monitor progress and assess fidelity of implementation.<br><br>Schools: All Schools | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | General Fund | Student Study Team, Instructional Staff, Counselors, Building Principal |

# Goal 2: All students at Richmond Community Schools will improve their reading proficiency.

**Measurable Objective 1:**

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  in meeting or exceeding Michigan Standards in Reading by 06/30/2022 as measured by state assessments.

**Strategy 1:**

Classroom instruction that works: Use of Instructional Best Practices - Staff will use research-based strategies to vary instruction as demonstrated in classroom instruction that works.

Category:

Research Cited: Dean, C.B., Stonte, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD

Tier: Tier 1

| Activity - Classroom instruction that works professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will continue to receive training in the classroom instruction that works model.  Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | Title II Part A | All instructional staff |

| Activity - Student Conference and goal Setting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will meet with all students to set academic goals based upon NWEA testing scores.  Goals will be done on a district created goal sheet.  Schools: All Schools | Other | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Data Conferencing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results).  They will identify strengths and areas of instructional need and make adjustments accordingly.  Schools: All Schools | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Curriculum Mapping | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Continue to map district curriculum following the five year curriculum cycle.  Updates should be made based upon data conferencing and analysis.  Schools: All Schools | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Instruction technology professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum.  Schools: All Schools | Professional Learning | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | Title II Part A | All instructional staff |

| Activity - High quality use of instructional technology in the curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum<br><br>Schools: All Schools | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Activity Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| School administrators and school improvement team will monitor data conferencing minutes and lesson plans to determine the strategy's validity and fidelity.<br><br>Schools: All Schools | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District Administrators and School Improvement Teams |

| Activity - Classroom Instruction That Works instructional best practices in the classroom | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district. This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement. The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction.<br><br>Schools: All Schools | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | No Funding Required | All Staff |

**Strategy 2:**

Multi-tiered System of Supports (MTSS)  - Multi-tiered System of Supports (MTSS) is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction.  Experience has demonstrated that in order to increase achievement, successful systems plan their improvement efforts collaboratively. Developing a MTSS plan for improvement streamlines the district's efforts and resources, and maximizes improvement for all learners.

Category:

Research Cited: Coffey, J. & Horner, R. (2012). The sustainability of school-wide positive behavior

interventions and supports. Exceptional Children, 78, 407-422.

Eber, L., Phillips, D., Upreti, G., Hyde, K., Lewandowski, H., & Rose, J. (2009). Illinois

positive behavioral interventions & supports (PBIS) network: 2008-2009 progress

report. Illinois: Illinois PBS Network

Sugai, G. (2012). Multi-tiered support systems: Features and considerations.

Presentation at the annual convention of the International School Psychology

Association in Montreal, Quebec.

Tier: Tier 1

| Activity - District MTSS School Improvement Leadership Team Meeting: | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $1100 | Title II Part A | Superintendent Director of Curriculum Director of Student Support Services |

| Activity - Create district wide best practice model: | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement team will establish a district wide model of implementation and practice for assessment as well as data collection and review.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District School Improvement Team |

| Activity - MTSS Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | Title II Part A | All instructional staff |

| Activity - PBIS Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| The District School Improvement team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite or PowerSchool.<br><br>Schools: All Schools | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | General Fund | District School Improveme nt team and Building Level PBIS Team. |

| Activity - Assessment Creation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will research alternative methods for students to demonstrate mastery in the classroom.<br><br>Schools: All Schools | Curriculum Developme nt | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | No Funding Required | All instructiona l staff |

**Strategy 3:**

Balanced literacy instruction - Balanced literacy is:

Intentionally delivered instruction to develop students who can read, write, listen and speak with increasing complexity across several disciplines and for a variety of purposes. The instruction moves from modeling to independent authentic application and use of literacy skills.

Literacy development in:

• Reading requires the acquisition of phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Reading further requires comprehension of complex texts enabling learners to find reading useful, enjoyable and meaningful.
• Writing requires the acquisition of a communication process encompassing craft and conventions across contents and genres.
• Listening requires active engagement to receive and utilize information as a means to build knowledge and understand ideas of others.
• Speaking requires communicating ideas and opinions in formal and informal settings for a variety of audiences and purposes.

This Balanced Literacy Plan includes the following:

• explicit and direct use of phonemic awareness activities in primary classrooms
• explicit and systematic instruction of phonics skills
• language development through both written and verbal means in order to connect vocabulary to reading and writing
• direct and systematic instruction of comprehension strategies as a means to develop meaning through fluent reading of increasingly complex texts via interactive, shared, guided, and independent reading activities
• direct and systematic instruction of writing as a means to respond to reading through interactive, shared, guided, and independent writing activities
• opportunities for communication of ideas both verbally and written
• supporting opinions, demonstrating understanding of the subjects students are studying and conveying real and imagined experiences and events through reading, writing, and speaking

• clear communication to an external, sometimes unfamiliar audience

• purposeful writing to accomplish a particular task

• increased knowledge of a subject through research projects to respond analytically to literary and information sources

The Balanced Literacy plan requires students to receive direct small group instruction in reading and writing as well as actively engaging in actual reading and writing as individuals or as part of small groups.  This instruction will take place minimally during a building wide 90 minute literacy block.

Category:

Research Cited: Rief, Sandra F., and Julie A. Heimburge. How to Reach and Teach All Children through Balanced Literacy: User-friendly Strategies, Tools, Activities, and Ready-to-use Materials. San Francisco: Jossey-Bass, 2007. Print.

Skidmore, Sharon, Jill Graber, and Jacqueline K. Minor. Balanced Literacy: through Cooperative Learning & Active Engagement. San Clemente, CA: Kagan, 2009. Print.

"What Is Balanced Literacy Instruction?: Best Teaching Practices & Classroom Techniques in Literacy Programs." Suite101.com: Online Magazine and Writers' Network. Web. 21 Sept. 2010. <http://www.suite101.com/content/what-is-balanced-literacy-a83718>.

Wilson, Melissa K. Balanced Literacy: a Case Study of the Implementation of Balanced Literacy at an Elementary School in Grades Three through Five. 2007. Print.

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will receive professional development on balanced literacy instruction.<br><br>Schools: Will L. Lee School | Direct Instruction, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $15000 | Title II Part A | Will L. Lee Staff, Curriculum Director, Building Principal |

| Activity - Developmental Reading Assessment (DRA) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection.  Staff will receive instruction on DRA administration.<br><br>Schools: Will L. Lee School | Professional Learning, Other | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $5600 | Title II Part A | Will L. Lee Teachers, Building Principal, Curriculum Director |

**Measurable Objective 2:**

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  on our local benchmark testing, thereby reducing the number of Tier II students in Reading by 06/30/2022 as measured by NWEA Benchmark Assessments.

**Strategy 1:**

Differentiated Instruction - Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area.

Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers will match tasks, activities, and assessments with their students' interests, abilities, and learning preferences.  Teachers will be supported with professional development.

Category:

Research Cited: Anderson, K. M., (2007). Differentiating instruction to include all students. Preventing School Failure, 51(3), 49–54. Rock, M., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. Preventing School Failure, 52(2), 31–47.

Arter, J., & Jenkins, J. (1979). Differential-diagnosis-prescriptive teaching: A critical appraisal. Review of Educational Research, 49, 517-555.

Tier: Tier 2

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

**District Improvement Plan**

Richmond Community Schools

| All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed.<br><br>Schools: All Schools | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |
|---|---|---|---|---|---|---|---|---|

| Activity - Differentiated Instruction Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All instructional staff will use multiple sources of data to differentiate instruction for all learners.<br><br>Schools: All Schools | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Activity Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| School administrators will monitor lesson plans to determine the strategy's validity and fidelity<br><br>Schools: All Schools | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District Administrators |

| Activity - Title 1a Parent Involvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Parent Involvement Activities<br><br>Schools: Will L. Lee School | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $2500 | Title I Part A | Title I staff |

| Activity - Leveled Literacy Library | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level.  Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress.  Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program.<br><br>Schools: Will L. Lee School | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | Implement | 08/01/2015 | 06/30/2017 | $0 | No Funding Required | Will L. Lee Teachers, Building Administrators, and Curriculum Director |

**Strategy 2:**

eSpark - The eSpark platform provides everything a school needs to support personalized blended learning on the iPad and ensures students and teachers get the

most out of iPads in the classroom.  Based upon individual NWEA testing scores student goals will be set.  These goals create focus areas for differentiated learning on iPads.  eSpark will be used to help students meet their individual needs in math, reading, and writing.  Data will be collected through progress monitoring across several testing platforms.

Category:

Research Cited: http://www.esparklearning.com/data-results/

Tier: Tier 2

| Activity - Small group instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions.<br><br>Schools: Will L. Lee School | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $160000 | Title I Part A | All instructional staff and paraprofessionals |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will be provided professional development on the use and management of eSpark.  Staff will also be instructed on the goal setting process.<br><br>Schools: Will L. Lee School | Professional Learning | Tier 3 | Implement | 08/28/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff and paraprofessionals |

**Strategy 3:**

Adolescent Accelerated Reading Initiative (ACRI) - ACRI focuses on critical thinking with expository text to help students access content from texts.  This program emphasizes small group instruction that meets studetns where they are and accelerates their ELA skills through instruction built around:

Community

Text-Based Inferencing and critical thinking

Text structure

Text-talk and question the author

Category: English/Language Arts

Research Cited: Challenging task in appropriate text: Designing discourse communities to increase the literacy growth of adolescent struggling readers (Russell, 2005)

University of Maryland

Based on State of the Art Research in Literacy Instruction spanning 50 years of literacy research

Tier: Tier 2

| Activity - Small group instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions.<br><br>Schools: Richmond Middle School | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $70000 | Section 31a | ACRI instructional Staff |

**Strategy 4:**

Corrective Reading - Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grades 4–12 who are reading below their grade level. The program includes four sequential levels that address students' decoding skills and six sequential levels that address students' comprehension skills. The levels are designed to target students who need assistance with particular types of reading skills based on the results of Corrective Reading placement tests.  The decoding and comprehension components can be used separately as a supplemental reading and writing intervention or combined for use as a reading/writing intervention curriculum. All lessons in the program are sequenced and scripted.

Category:

Research Cited: http://ies.ed.gov/ncee/wwc/reports/adolescent_literacy/corrective_reading/index.asp

Tier: Tier 2

| Activity - Small group instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions.<br>Schools: Richmond Community High School | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $32000 | Section 31a | Corrective Reading Trained Instructional Staff |

**Measurable Objective 3:**

 A 10% increase of Bottom 30% students  will demonstrate a proficiency  of grade level standards in Reading by 06/30/2022 as measured by NWEA.

**Strategy 1:**

Student Study Team Intervention - While classroom teachers continue to use the expertise of specialists, they have come to rely more and more on the promising practice of school intervention teams. Educators have found that dialog and problem solving with colleagues is a very effective way to gain the support needed to work with a diverse student population. The SST is a school-based problem solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. The Student Support Team's primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems.  Teams work effectively with other teachers and staff members, analyze student problems, and design interventions powerful enough to effect the desired change. The functions and services the teams provide vary with the needs of the individual students.

Category:

Research Cited: Bay, M., Bryan, T., & O'Connor, R. (1994). Teachers assisting teachers: A pre-referral model

for urban educators. Teacher Education and Special Education, 17, 10-21. 17 Beck, R. (1991).

Project RIDE. Teaching Exceptional Children, 23(2), 60-61. Brown, J., Gable, R.A.,

Chalfant, J.C., Pysh, M., & Moultrie, R. (1979). School: A model for within school based

problem solving. L earning Disabilities Quarterly, 2, 85-96.

Fuchs, D. (1991). Mainstream assistance teams: A pre-referral intervention system for difficult

to teach students. In G. Stoner, M.R. Shinn & H.M. Walker (Eds.), Interventions for

achievement and behavior problems (pp. 241-267). Silver Spring, MD: National Association of

School Psychologists.

Love, N. (2002) Student assistance program: A guidebook for implementing and maintaining a

core team process. Round Rock, TX: Rising Tide Publications.

Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. Journal of Psychoeducational Assessment, 23, 381–394.

Burns, M. K., & Gibbons, K. (2008). Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

Burns, M. K., & Symington, T. (2002). A meta-analysis of prereferral intervention teams: Systemic and student outcomes. Journal of School Psychology, 40, 437–447.

Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.

Tier: Tier 3

| Activity - Student Study Team Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The student study team will conduct student study team meetings to provide research based interventions for students in need.  The team will need to review data collected, monitor progress and assess fidelity of implementation.<br><br>Schools: All Schools | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | General Fund | Student Study Team, Instructional Staff, Counselors, Building Principal |

**Strategy 2:**

Literacy Coach - Literacy coaches are onsite professional developers who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms.

The Academic Coach will work with small groups of children identified as at-risk in Reading and Math.  The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom.

Category: Learning Support Systems

Research Cited: Kamil, M. (2006). What we know-and don't know-about Coaching? A conversation with professor Michael Kamil. Northwest Education, 12, 16-17.

Knight, J. (1998). The effectiveness of partnership learning: A dialogical methodology for staff development. Lawrence, KS: University of Kansas Center for Research on Learning.

Knight, J. (2004). Instructional coaches make progress through partnership: Intensive support can improve teaching. Journal of Staff Development, 25, 32–37.

Knight, J. (2005). A primer on instructional coaching. Principal Leadership, 5, 17-20.

Knight, J. (2006). Instructional coaching: Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning. The School Administrator, 63, 36-40.

Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. Thousand Oaks, CA: Corwin.

Showers, B. (1984). Peer coaching: A strategy for facilitating transfer of training. Eugene, OR: Centre for Educational Policy and Management.

Tier: Tier 3

| Activity - Literacy Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The Literacy Coach will work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom.<br>Schools: Will L. Lee School | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Section 31a | Literacy Coach, building principal, and curriculum director |

# Goal 3: All students at Richmond Community Schools will improve their writing proficiency.

**Measurable Objective 1:**

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  in meeting or exceeding Michigan Standards in Writing by 06/30/2022 as measured by state assessments.

**Strategy 1:**

Classroom instruction that works: Use of Instructional Best Practices - Staff will use research-based strategies to vary instruction as demonstrated in classroom instruction that works.

Category:

Research Cited: Dean, C.B., Stonte, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD

Tier: Tier 1

| Activity - Classroom instruction that works professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will continue to receive training in the classroom instruction that works model.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | Title II Part A | All instructional staff |

| Activity - Student Conference and goal Setting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will meet with all students to set academic goals based upon NWEA testing scores.  Goals will be done on a district created goal sheet.<br><br>Schools: All Schools | Other | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Data Conferencing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will participate in data conferencing, analyzing differ sources of data (such as NWEA, ACT, and State Assessments results).  They will identify strengths and areas of instructional need and make adjustments accordingly.<br><br>Schools: All Schools | Teacher Collaboration | Tier 1 | | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Curriculum Mapping | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

# District Improvement Plan
Richmond Community Schools

| Continue to map district curriculum following the five year curriculum cycle  Updates should be made based upon data conferencing and analysis.  Schools: All Schools | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Instruction technology professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum.  Schools: All Schools | Professional Learning | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | Title II Part A | All instructional staff |

| Activity - High quality use of instructional technology in the curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum  Schools: All Schools | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Activity Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| School administrators and school improvement team will monitor data conferencing minutes and lesson plans to determine the strategy's validity and fidelity  Schools: All Schools | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District Administrators and School Improvement Teams |

| Activity - Classroom instruction that works professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across the district. This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement. The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction.  Schools: All Schools | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | No Funding Required | All staff. |

**Strategy 2:**

Multi-tiered System of Supports (MTSS) - Multi-tiered System of Supports (MTSS) is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction.  Experience has demonstrated that in order to increase achievement, successful systems plan their improvement efforts collaboratively. Developing a MTSS plan for improvement streamlines the district's efforts and resources, and maximizes improvement for all learners.

Category:

Research Cited: Coffey, J. & Horner, R. (2012). The sustainability of school-wide positive behavior interventions and supports. Exceptional Children, 78, 407-422.

Eber, L., Phillips, D., Upreti, G., Hyde, K., Lewandowski, H., & Rose, J. (2009). Illinois positive behavioral interventions & supports (PBIS) network: 2008-2009 progress report. Illinois: Illinois PBS Network

Sugai, G. (2012). Multi-tiered support systems: Features and considerations. Presentation at the annual convention of the International School Psychology Association in Montreal, Quebec.

Tier: Tier 1

| Activity - District MTSS/School Improvment Leadership Team Meeting: | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvment team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Title II Part A | Superinten dent Director of Curriculum Director of Student Support Services |

| Activity - Create district wide best practice model: | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement team will establish a district wide model of implementation and practice for assessment as well as data collection and review.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District School Improveme nt Team |

| Activity - MTSS Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | Title II Part A | All instructional staff |

| Activity - PBIS Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite or PowerSchool.<br><br>Schools: All Schools | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $5000 | General Fund | District School Improvement  team and Building Level PBIS Team |

| Activity - Assessment Creation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will research alternative methods for students to demonstrate mastery in the classroom.<br>Schools: All Schools | Curriculum Development | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

**Strategy 3:**

Balanced literacy instruction - Balanced literacy is:

Intentionally delivered instruction to develop students who can read, write, listen and speak with increasing complexity across several disciplines and for a variety of purposes. The instruction moves from modeling to independent authentic application and use of literacy skills.

Literacy development in:

 • Reading requires the acquisition of phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Reading further requires comprehension of complex texts enabling learners to find reading useful, enjoyable and meaningful.

 • Writing requires the acquisition of a communication process encompassing craft and conventions across contents and genres.

 • Listening requires active engagement to receive and utilize information as a means to build knowledge and understand ideas of others.

 • Speaking requires communicating ideas and opinions in formal and informal settings for a variety of audiences and purposes.

This Balanced Literacy Plan includes the following:
   • explicit and direct use of phonemic awareness activities in primary classrooms
   • explicit and systematic instruction of phonics skills
   • language development through both written and verbal means in order to connect vocabulary to reading and writing
   • direct and systematic instruction of comprehension strategies as a means to develop meaning through fluent reading of increasingly complex texts via interactive, shared, guided, and independent reading activities
   • direct and systematic instruction of writing as a means to respond to reading through interactive, shared, guided, and independent writing activities
   • opportunities for communication of ideas both verbally and written
   • supporting opinions, demonstrating understanding of the subjects students are studying and conveying real and imagined experiences and events through reading, writing, and speaking
   • clear communication to an external, sometimes unfamiliar audience
   • purposeful writing to accomplish a particular task
   • increased knowledge of a subject through research projects to respond analytically to literary and information sources

The Balanced Literacy plan requires students to receive direct small group instruction in reading and writing as well as actively engaging in actual reading and writing as individuals or as part of small groups.  This instruction will take place minimally during a building wide 90 minute literacy block.

Category:

Research Cited: Rief, Sandra F., and Julie A. Heimburge. How to Reach and Teach All Children through Balanced Literacy: User-friendly Strategies, Tools, Activities, and Ready-to-use Materials. San Francisco: Jossey-Bass, 2007. Print.

Skidmore, Sharon, Jill Graber, and Jacqueline K. Minor. Balanced Literacy: through Cooperative Learning & Active Engagement. San Clemente, CA: Kagan, 2009. Print.

"What Is Balanced Literacy Instruction?: Best Teaching Practices & Classroom Techniques in Literacy Programs." Suite101.com: Online Magazine and Writers' Network. Web. 21 Sept. 2010. <http://www.suite101.com/content/what-is-balanced-literacy-a83718>.

Wilson, Melissa K. Balanced Literacy: a Case Study of the Implementation of Balanced Literacy at an Elementary School in Grades Three through Five. 2007. Print.

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

| Staff will receive professional development on balanced literacy instruction.<br><br>Schools: Will L. Lee School | Direct Instruction, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $15000 | Title II Part A | Will L. Lee Staff, Curriculum Director, Building Principal |

| Activity - Developmental Reading Assessment (DRA) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection.  Staff will receive instruction on DRA administration.<br><br>Schools: Will L. Lee School | Professional Learning, Other | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $5600 | Title II Part A | Will L. Lee Teachers, Building Principal, Curriculum Director |

**Measurable Objective 2:**

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  on our local benchmark testing, thereby reducing the number of Tier II students in Writing by 06/30/2022 as measured by NWEA Benchmark Assessments.

**Strategy 1:**

Differentiated Instruction - Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area.

Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers will match tasks, activities, and assessments with their students' interests, abilities, and learning preferences.  Teachers will be supported with professional development.

Category:

Research Cited: Anderson, K. M., (2007). Differentiating instruction to include all students. Preventing School Failure, 51(3), 49–54. Rock, M., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. Preventing School Failure, 52(2), 31–47.

Arter, J., & Jenkins, J. (1979). Differential-diagnosis-prescriptive teaching: A critical

appraisal. Review of Educational Research, 49, 517-555.

Tier: Tier 2

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed.<br><br>Schools: All Schools | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Differentiated Instruction Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All instructional staff will use multiple sources of data to differentiate instruction for all learners.<br>Schools: All Schools | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Activity Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| School administrators will monitor lesson plans to determine the strategy's validity and fidelity<br>Schools: All Schools | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District Administrators |

| Activity - Small group instruction by Title I Staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Small group instruction to include the following areas:<br>After School Reading/Writing Program<br>Leveled Readers<br><br>Schools: Will L. Lee School | Direct Instruction, Extra Curricular | Tier 2 | Monitor | 08/01/2015 | 06/30/2017 | $27000 | Title I Part A | Title I staff |

| Activity - Leveled Literacy Library | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level.  Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress.  Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program.<br><br>Schools: Will L. Lee School | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | Implement | 08/01/2015 | 06/30/2017 | $0 | No Funding Required | Will L. Lee Teachers, Building Administrators, and Curriculum Director |

**Strategy 2:**

eSpark - The eSpark platform provides everything a school needs to support personalized blended learning on the iPad and ensures students and teachers get the

most out of iPads in the classroom.  Based upon individual NWEA testing scores student goals will be set.  These goals create focus areas for differentiated learning on

iPads.  eSpark will be used to help students meet their individual needs in math, reading, and writing.  Data will be collected through progress monitoring across several

testing platforms.

Category:

Research Cited: http://www.esparklearning.com/data-results/

Tier: Tier 2

| Activity - Small group instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions.<br>Schools: Will L. Lee School | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $160000 | Title I Part A | All instructional staff and paraprofessionals |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will be provided professional development on the use and management of eSpark.  Staff will also be instructed on the goal setting process.<br><br>Schools: Will L. Lee School | Professional Learning | Tier 2 | Implement | 08/28/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff and paraprofessionals |

**Strategy 3:**

Adolescent Accelerated Reading Initiative (ACRI) - ACRI focuses on critical thinking with expository text to help students access content from texts.  This program

emphasizes small group instruction that meets studetns where they are and accelerates their ELA skills through instruction built around:

Community

Text-Based Inferencing and critical thinking

Text structure

Text-talk and question the author

Category: Learning Support Systems

Research Cited: Challenging task in appropriate text: Designing discourse communities to increase the literacy growth of adolescent struggling readers (Russell, 2005)

University of Maryland

Based on State of the Art Research in Literacy Instruction spanning 50 years of literacy research

Tier: Tier 2

| Activity - Small group instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions.<br><br>Schools: Richmond Middle School | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $70000 | Section 31a | ACRI instructional Staff |

**Strategy 4:**

Corrective Reading - Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grades 4–12 who are reading below their grade level. The program includes four sequential levels that address students' decoding skills and six sequential levels that address students' comprehension skills. The levels are designed to target students who need assistance with particular types of reading skills based on the results of Corrective Reading placement tests.  The decoding and comprehension components can be used separately as a supplemental reading and writing intervention or combined for use as a reading/writing intervention curriculum. All lessons in the program are sequenced and scripted.

Category:

Research Cited: http://ies.ed.gov/ncee/wwc/reports/adolescent_literacy/corrective_reading/index.asp

Tier: Tier 2

| Activity - Small group instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions.<br>Schools: Richmond Community High School | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $32000 | Section 31a | Corrective Reading Trained Instructional Staff |

**Measurable Objective 3:**

A 10% increase of Bottom 30% students will demonstrate a proficiency of grade level standards in Writing by 06/01/2015 as measured by NWEA.

**Strategy 1:**

Student Study Team Intervention - While classroom teachers continue to use the expertise of specialists, they have come to rely more and more on the promising practice of school intervention teams. Educators have found that dialog and problem solving with colleagues is a very effective way to gain the support needed to work with a diverse student population. The SST is a school-based problem solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. The Student Support Team's primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems. Teams work effectively with other teachers and staff members, analyze student problems, and design interventions powerful enough to effect the desired change. The functions and services the teams provide vary with the needs of the individual students.

Category:

Research Cited: Bay, M., Bryan, T., & O'Connor, R. (1994). Teachers assisting teachers: A pre-referral model
for urban educators. Teacher Education and Special Education, 17, 10-21. 17 Beck, R. (1991).
Project RIDE. Teaching Exceptional Children, 23(2), 60-61. Brown, J., Gable, R.A.,
Chalfant, J.C., Pysh, M., & Moultrie, R. (1979). School: A model for within school based
problem solving. L earning Disabilities Quarterly, 2, 85-96.
Fuchs, D. (1991). Mainstream assistance teams: A pre-referral intervention system for difficult
to teach students. In G. Stoner, M.R. Shinn & H.M. Walker (Eds.), Interventions for
achievement and behavior problems (pp. 241-267). Silver Spring, MD: National Association of
School Psychologists.
Love, N. (2002) Student assistance program: A guidebook for implementing and maintaining a
core team process. Round Rock, TX: Rising Tide Publications.

Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. Journal of Psychoeducational Assessment, 23, 381–394.

Burns, M. K., & Gibbons, K. (2008). Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

Burns, M. K., & Symington, T. (2002). A meta-analysis of prereferral intervention teams: Systemic and student outcomes. Journal of School Psychology, 40, 437–447.

Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) Best practices

in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.

Tier: Tier 3

| Activity - Student Study Team Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The student study team will conduct student study team meetings to provide research based interventions for students in need. The team will need to review data collected, monitor progress and assess fidelity of implementation.<br><br>Schools: All Schools | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | General Fund | Student Study Team, Instructional Staff, Counselors, Building Principal |

**Strategy 2:**

Literacy Coach - Literacy coaches are onsite professional developers who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms.

The Academic Coach will work with small groups of children identified as at-risk in Reading and Math. The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom.

Category: Learning Support Systems

Research Cited: Kamil, M. (2006). What we know-and don't know-about Coaching? A conversation with professor Michael Kamil. Northwest Education, 12, 16-17.

Knight, J. (1998). The effectiveness of partnership learning: A dialogical methodology for staff development. Lawrence, KS: University of Kansas Center for Research on Learning.

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Knight, J. (2006). Instructional coaching: Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning. The School Administrator, 63, 36-40.

Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. Thousand Oaks, CA: Corwin.

Showers, B. (1984). Peer coaching: A strategy for facilitating transfer of training. Eugene, OR: Centre for Educational Policy and Management.

Tier: Tier 3

| Activity - Literacy Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The Literacy Coach will work with small groups of children identified as at-risk in Reading and Math.  The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom.<br><br>Schools: Will L. Lee School | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Title I Part A | Academic Coach, building principal, and curriculum director |

# Goal 4: All students at Richmond Community Schools will improve their social studies proficiency.

**Measurable Objective 1:**

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  in meeting or exceeding Michigan Standards in Social Studies by 06/30/2022 as measured by state assessments.

**Strategy 1:**

Classroom instruction that works: Use of Instructional Best Practices - Staff will use research-based strategies to vary instruction as demonstrated in classroom instruction that works.

Category:

Research Cited: Dean, C.B., Stonte, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD

Tier: Tier 1

| Activity - Classroom instruction that works professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will continue to receive training in the classroom instruction that works model.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | Title II Part A | All instructional staff |

| Activity - Data Conferencing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results).  They will identify strengths and areas of instructional need and make adjustments accordingly.  Schools: All Schools | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Curriculum Mapping | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Continue to map district curriculum following the five year curriculum cycle.  Updates should be made based upon data conferencing and analysis.  Schools: All Schools | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Instruction technology professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum.  Schools: All Schools | Professional Learning, Technology | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | Title II Part A | All instructional staff |

| Activity - High quality use of instructional technology in the curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum  Schools: All Schools | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Teaching literacy within the content area | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.  Schools: All Schools | Direct Instruction | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

**District Improvement Plan**

Richmond Community Schools

| Activity - Authentic Assessment Creation and Use | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will incorporate hands-on experiential strategies and high order thinking skills into instruction and assessments<br><br>Schools: All Schools | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Instructional Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will include 30 minutes or more of daily instructional time in this subject.  This instructional time may be woven within the ninety minute literacy block but will incorporate informational text and the state social studies standards.<br><br>Schools: Will L. Lee School | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | Lee Elementary Staff |

| Activity - Activity Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| School administrators and school improvement team will monitor data conferencing minutes and weekly lesson plans to determine the strategy's validity and fidelity<br><br>Schools: All Schools | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District Administrators and School Improvement Teams |

| Activity - Classroom instruction that works professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district.  This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing  student achievement.  The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction.<br><br>Schools: All Schools | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | No Funding Required | All Staff |

**Strategy 2:**

Multi-tiered System of Supports (MTSS) - Multi-tiered System of Supports (MTSS) is an integrated, multi-tiered system of instruction, assessment, and intervention

designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that

walks into a classroom will have his or her individual needs met through high-quality instruction.  Experience has demonstrated that in order to increase achievement, successful systems plan their improvement efforts collaboratively. Developing a MTSS plan for improvement streamlines the district's efforts and resources, and maximizes improvement for all learners.

Category:

Research Cited: Coffey, J. & Horner, R. (2012). The sustainability of school-wide positive behavior

interventions and supports. Exceptional Children, 78, 407-422.


Eber, L., Phillips, D., Upreti, G., Hyde, K., Lewandowski, H., & Rose, J. (2009). Illinois

positive behavioral interventions & supports (PBIS) network: 2008-2009 progress

report. Illinois: Illinois PBS Network


Sugai, G. (2012). Multi-tiered support systems: Features and considerations.

Presentation at the annual convention of the International School Psychology

Association in Montreal, Quebec.


Tier: Tier 1

| Activity - District MTSS/School Improvement Leadership Team Meeting: | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Title II Part A | Superintendent Director of Curriculum Director of Student Support Services |

| Activity - Create district wide best practice model: | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement team will establish a district wide model of implementation and practice for assessment as well as data collection and review.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District School Improvement Team |

| Activity - MTSS Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| The District School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning. Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | Title II Part A | All instructional staff |
|---|---|---|---|---|---|---|---|---|

| Activity - PBIS Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement team will support the building team's implementation of a PBIS model. This will include the creation and/or implementation of a central data collection system such as the SWIS Suite<br>Schools: All Schools | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $5000 | General Fund | District School Improvement team and Building Level PBIS Team |

| Activity - Assessment Creation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will research alternative methods for students to demonstrate mastery in the classroom.<br>Schools: All Schools | Curriculum Development | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | No Funding Required | All instructional staff. |

**Measurable Objective 2:**

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on our local benchmark testing, thereby reducing the number of Tier II students in Social Studies by 06/30/2022 as measured by local pre and post tests.

**Strategy 1:**

Differentiated Instruction - Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area.

Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers will match tasks, activities, and assessments with their students' interests, abilities, and learning preferences. Teachers will be supported with professional development.

Category:

Research Cited: Anderson, K. M., (2007). Differentiating instruction to include all students. Preventing School Failure, 51(3), 49–54. Rock, M., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. Preventing School Failure, 52(2), 31–47.

Arter, J., & Jenkins, J. (1979). Differential-diagnosis-prescriptive teaching: A critical
appraisal. Review of Educational Research, 49, 517-555.

Tier: Tier 2

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed.  Schools: All Schools | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Differentiated Instruction Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All instructional staff will use multiple sources of data to differentiate instruction for all learners.  Schools: All Schools | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Activity Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| School administrators will monitor weekly lesson plans to determine the strategy's validity and fidelity  Schools: All Schools | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District Administrators |

**Strategy 2:**

Teaching Literacy within the Content Area - Research shows that teacher integration of literacy-related instructional strategies facilitates student
learning across all content areas. With the use of content-specific information, it is through the
literacy skills of reading, writing, listening, speaking, viewing and presenting that students acquire
and retain content knowledge and content-specific abilities.  Teachers will meet students at their reading  DRA or Lexile level to provide content knowledge building
both their ELA and content skills.

Category:

Research Cited: Shanahan, T. and Shanahan, C.- Teaching Disciplinary Literacy to Adolescents: Rethinking Content- Area, Literacy Harvard Education Review.  78(1) 40-59.  2008-04-01

http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/section7.pdf

Tier: Tier 2

| Activity - DRA or Lexile Leveled Content Reading Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide DRA or Lexile leveled reading material that support curriculum content and meet students at their reading level.<br><br>Schools: All Schools | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Leveled Literacy Library | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level.  Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress.  Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program and individual content areas with quality non-fiction informational texts.<br><br>Schools: Will L. Lee School | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | No Funding Required | Will L. Lee instructional staff |

**Measurable Objective 3:**

A 10% increase of Bottom 30% students  will demonstrate a proficiency  of grade level standards in Social Studies by 06/01/2015 as measured by local pre and post tests.

**Strategy 1:**

Student Study Team Intervention - While classroom teachers continue to use the expertise of specialists, they have come to rely more and more on the promising practice of school intervention teams. Educators have found that dialog and problem solving with colleagues is a very effective way to gain the support needed to work with a diverse student population. The SST is a school-based problem solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. The Student Support Team's primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems.  Teams work effectively with other teachers and staff members, analyze student problems, and design interventions powerful enough to effect the desired change. The functions and services the teams provide vary with the needs of the individual students.

Category:

Research Cited: Bay, M., Bryan, T., & O'Connor, R. (1994). Teachers assisting teachers: A pre-referral model

for urban educators. Teacher Education and Special Education, 17, 10-21. 17 Beck, R. (1991).

Project RIDE. Teaching Exceptional Children, 23(2), 60-61. Brown, J., Gable, R.A.,

Chalfant, J.C., Pysh, M., & Moultrie, R. (1979). School: A model for within school based

problem solving. L earning Disabilities Quarterly, 2, 85-96.

Fuchs, D. (1991). Mainstream assistance teams: A pre-referral intervention system for difficult

to teach students. In G. Stoner, M.R. Shinn & H.M. Walker (Eds.), Interventions for

achievement and behavior problems (pp. 241-267). Silver Spring, MD: National Association of

School Psychologists.

Love, N. (2002) Student assistance program: A guidebook for implementing and maintaining a

core team process. Round Rock, TX: Rising Tide Publications.


Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.


Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. Journal of Psychoeducational Assessment, 23, 381–394.


Burns, M. K., & Gibbons, K. (2008). Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.


Burns, M. K., & Symington, T. (2002). A meta-analysis of prereferral intervention teams: Systemic and student outcomes. Journal of School Psychology, 40, 437–447.


Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.

Tier: Tier 3

| Activity - Student Study Team Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |

| The student study team will conduct student study team meetings to provide research based interventions for students in need.  The team will need to review data collected, monitor progress and assess fidelity of implementation.<br><br>Schools: All Schools | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | General Fund | Student Study Team, Instructional Staff, Counselors, Building Principal |
|---|---|---|---|---|---|---|---|---|

| Activity - Alternative Access to Print | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide alternative access to print materials through 1:1 technology, audio books, or other methods<br><br>Schools: All Schools | Materials | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

**Strategy 2:**

Literacy Coach - Literacy coaches are onsite professional developers who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms.

The Academic Coach will work with small groups of children identified as at-risk in Reading and Math.  The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom.

Category: Learning Support Systems

Research Cited: Kamil, M. (2006). What we know-and don't know-about Coaching? A conversation with professor Michael Kamil. Northwest Education, 12, 16-17.

Knight, J. (1998). The effectiveness of partnership learning: A dialogical methodology for staff development. Lawrence, KS: University of Kansas Center for Research on Learning.

Knight, J. (2004). Instructional coaches make progress through partnership: Intensive support can improve teaching. Journal of Staff Development, 25, 32–37.

Knight, J. (2005). A primer on instructional coaching. Principal Leadership, 5, 17-20.

Knight, J. (2006). Instructional coaching: Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning. The School Administrator, 63, 36-40.

Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. Thousand Oaks, CA: Corwin.

Showers, B. (1984). Peer coaching: A strategy for facilitating transfer of training. Eugene, OR: Centre for Educational Policy and Management.

Tier: Tier 3

| Activity - Literacy Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The Literacy Coach will work with small groups of children identified as at-risk in Reading and Math.  The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom.<br><br>Schools: Will L. Lee School | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Title I Part A | Academic Coach, building principal, and curriculum director |

# Goal 5: All students at Richmond Community Schools will improve their science proficiency.

**Measurable Objective 1:**

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  in meeting or exceeding Michigan Standards in Science by 06/30/2022 as measured by state assessments.

**Strategy 1:**

Classroom instruction that works: Use of Instructional Best Practices - Staff will use research-based strategies to vary instruction as demonstrated in classroom instruction that works.

Category:

Research Cited: Dean, C.B., Stonte, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD

Tier: Tier 1

| Activity - Classroom instruction that works professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will continue to receive training in the classroom instruction that works model.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Getting Ready | 07/01/2014 | 06/30/2017 | $5000 | Title II Part A | All instructional staff |

| Activity - Data Conferencing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

# District Improvement Plan
Richmond Community Schools

| Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results).  They will identify strengths and areas of instructional need and make adjustments accordingly.  Schools: All Schools | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |
|---|---|---|---|---|---|---|---|---|

| Activity - Curriculum Mapping | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Continue to map district curriculum following the district curriculum cycle.  Updates should be made based upon data conferencing and analysis.  Schools: All Schools | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Instruction technology professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum.  Schools: All Schools | Professional Learning, Technology | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | Title II Part A | All instructional staff |

| Activity - High quality use of instructional technology in the curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum  Schools: All Schools | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Teaching literacy within the content area | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.  Schools: All Schools | Direct Instruction | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

# District Improvement Plan
Richmond Community Schools

| Activity - Authentic Assessment Creation and Use | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will incorporate hands-on experiential strategies and high order thinking skills into instruction and assessments<br><br>Schools: All Schools | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Instructional Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will include 30 minutes or more of daily instructional time in this subject.  This instructional time may be woven within the ninety minute literacy block but will incorporate informational text and the state science standards.<br><br>Schools: Will L. Lee School | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | Lee Elementary Instructional Staff |

| Activity - Activity Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| School administrators and school improvement team will monitor data conferencing minutes and weekly lesson plans to determine the strategy's validity and fidelity<br><br>Schools: All Schools | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District Administrators and School Improvement Teams |

| Activity - Classroom instruction that works professional development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district.  This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing  student achievement.  The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction.<br><br>Schools: All Schools | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | No Funding Required | All Staff |

**Strategy 2:**

Multi-tiered System of Supports (MTSS) - Multi-tiered System of Supports (MTSS) is an integrated, multi-tiered system of instruction, assessment, and intervention

designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that

walks into a classroom will have his or her individual needs met through high-quality instruction.  Experience has demonstrated that in order to increase achievement, successful systems plan their improvement efforts collaboratively. Developing a MTSS plan for improvement streamlines the district's efforts and resources, and maximizes improvement for all learners.

Category:

Research Cited: Coffey, J. & Horner, R. (2012). The sustainability of school-wide positive behavior

interventions and supports. Exceptional Children, 78, 407-422.


Eber, L., Phillips, D., Upreti, G., Hyde, K., Lewandowski, H., & Rose, J. (2009). Illinois

positive behavioral interventions & supports (PBIS) network: 2008-2009 progress

report. Illinois: Illinois PBS Network


Sugai, G. (2012). Multi-tiered support systems: Features and considerations.

Presentation at the annual convention of the International School Psychology

Association in Montreal, Quebec.


Tier: Tier 1

| Activity - District MTSS/School Improvement Leadership Team Meeting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Title II Part A | Superintendent Director of Curriculum Director of Student Support Services |

| Activity - Create district wide best practice model: | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement leadership team will establish a district wide model of implementation and practice for assessment as well as data collection and review.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District School Improvement Leadership Team |

| Activity - MTSS Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| The District School Improvement leadership team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | Title II Part A | All instructional staff |

| Activity - PBIS Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The District School Improvement leadership team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite<br><br>Schools: All Schools | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $5000 | General Fund | District School Improvement Leadership team and Building Level PBIS Team |

| Activity - Assessment Creation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will research alternative methods for students to demonstrate mastery in the classroom.<br><br>Schools: All Schools | Curriculum Development | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | No Funding Required | All instructional staff. |

**Measurable Objective 2:**

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  on our local benchmark testing, thereby reducing the number of Tier II students in Science by 06/30/2022 as measured by local pre and post tests.

**Strategy 1:**

Differentiated Instruction - Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area.


Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers will match tasks, activities, and assessments with their students' interests, abilities, and learning preferences.  Teachers will be supported with professional development.

Category:

Research Cited: Anderson, K. M., (2007). Differentiating instruction to include all students. Preventing School Failure, 51(3), 49–54. Rock, M., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. Preventing School Failure, 52(2), 31–47.

Arter, J., & Jenkins, J. (1979). Differential-diagnosis-prescriptive teaching: A critical

appraisal. Review of Educational Research, 49, 517-555.

Tier: Tier 2

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed.<br><br>Schools: All Schools | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Differentiated Instruction Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All instructional staff will use multiple sources of data to differentiate instruction for all learners.<br>Schools: All Schools | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Activity Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| School administrators will monitor weekly lesson plans to determine the strategy's validity and fidelity<br><br>Schools: All Schools | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | District Administrators |

**Strategy 2:**

Teaching Literacy within the Content Area - Research shows that teacher integration of literacy-related instructional strategies facilitates student

learning across all content areas. With the use of content-specific information, it is through the

literacy skills of reading, writing, listening, speaking, viewing and presenting that students acquire

and retain content knowledge and content-specific abilities.  Teachers will meet students at their reading Lexile level to provide content knowledge building both their

ELA and content skills.

Category:

Research Cited: Shanahan, T. and Shanahan, C.- Teaching Disciplinary Literacy to Adolescents: Rethinking Content- Area, Literacy Harvard Education Review. 78(1) 40-59.  2008-04-01

http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/section7.pdf

Tier: Tier 3

| Activity - DRA or Lexile Leveled Reading Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide DRA or Lexile leveled reading material that support curriculum content and meet students at their reading level.<br><br>Schools: All Schools | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

| Activity - Leveled Literacy Library | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level.  Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress.  Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program and individual content areas with quality non-fiction informational texts.<br><br>Schools: Will L. Lee School | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | | 08/01/2015 | 06/30/2017 | $0 | No Funding Required | Will L. Lee instructional staff |

**Measurable Objective 3:**

A 10% increase of Bottom 30% students  will demonstrate a proficiency  of grade level standards in Science by 06/01/2015 as measured by local pre and post tests.

**Strategy 1:**

Student Study Team Intervention - While classroom teachers continue to use the expertise of specialists, they have come to rely more and more on the promising practice of school intervention teams. Educators have found that dialog and problem solving with colleagues is a very effective way to gain the support needed to work with a diverse student population. The SST is a school-based problem solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. The Student Support Team's primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems.  Teams work effectively with other teachers and staff members, analyze student problems, and design interventions powerful enough to effect the desired change. The functions and services the teams provide vary

with the needs of the individual students.

Category:

Research Cited: Bay, M., Bryan, T., & O'Connor, R. (1994). Teachers assisting teachers: A pre-referral model
for urban educators. Teacher Education and Special Education, 17, 10-21. 17 Beck, R. (1991).
Project RIDE. Teaching Exceptional Children, 23(2), 60-61. Brown, J., Gable, R.A.,
Chalfant, J.C., Pysh, M., & Moultrie, R. (1979). School: A model for within school based
problem solving. L earning Disabilities Quarterly, 2, 85-96.
Fuchs, D. (1991). Mainstream assistance teams: A pre-referral intervention system for difficult
to teach students. In G. Stoner, M.R. Shinn & H.M. Walker (Eds.), Interventions for
achievement and behavior problems (pp. 241-267). Silver Spring, MD: National Association of
School Psychologists.
Love, N. (2002) Student assistance program: A guidebook for implementing and maintaining a
core team process. Round Rock, TX: Rising Tide Publications.

Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston,
VA: National Association of State Directors of Special Education.

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models.
Journal of Psychoeducational Assessment, 23, 381–394.

Burns, M. K., & Gibbons, K. (2008). Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices.
New York: Routledge.

Burns, M. K., & Symington, T. (2002). A meta-analysis of prereferral intervention teams: Systemic and student outcomes. Journal of School Psychology, 40, 437–447.

Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) Best practices
in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.

Tier: Tier 3

| Activity - Student Study Team Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| The student study team will conduct student study team meetings to provide research based interventions for students in need.  The team will need to review data collected, monitor progress and assess fidelity of implementation.<br><br>Schools: All Schools | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | General Fund | Student Study Team, Instructional Staff, Counselors, Building Principal |

| Activity - Alternative Access to Print | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide alternative access to print materials through 1:1 technology, audio books, or other methods<br><br>Schools: All Schools | Materials | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $0 | No Funding Required | All instructional staff |

**Strategy 2:**

Literacy Coach - Literacy coaches are onsite professional developers who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms.

The Academic Coach will work with small groups of children identified as at-risk in Reading and Math.  The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom.

Category: Learning Support Systems

Research Cited: Kamil, M. (2006). What we know-and don't know-about Coaching? A conversation with professor Michael Kamil. Northwest Education, 12, 16-17.

Knight, J. (1998). The effectiveness of partnership learning: A dialogical methodology for staff development. Lawrence, KS: University of Kansas Center for Research on Learning.

Knight, J. (2004). Instructional coaches make progress through partnership: Intensive support can improve teaching. Journal of Staff Development, 25, 32–37.

Knight, J. (2005). A primer on instructional coaching. Principal Leadership, 5, 17-20.

Knight, J. (2006). Instructional coaching: Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning. The School Administrator, 63, 36-40.

Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. Thousand Oaks, CA: Corwin.

Showers, B. (1984). Peer coaching: A strategy for facilitating transfer of training. Eugene, OR: Centre for Educational Policy and Management.

Tier: Tier 3

| Activity - Literacy Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The Literacy Coach will work with small groups of children identified as at-risk in Reading and Math.  The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom.<br><br>Schools: Will L. Lee School | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Title I Part A | Literacy Coach, building principal, and curriculum director |

# 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 |
|---|---|---|---|---|---|---|---|---|
| Professional Development | Staff will be provided professional development on the use and management of eSpark. Staff will also be instructed on the goal setting process. | Professional Learning | Tier 2 | Implement | 08/28/2014 | 06/30/2017 | $0 | All instructional staff and paraprofessionals |
| Differentiated Instruction Implementation | All instructional staff will use multiple sources of data to differentiate instruction for all learners. | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Student Conference and goal Setting | Teachers will meet with all students to set academic goals based upon NWEA testing scores. Goals will be done on a district created goal sheet. | Other | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Assessment Creation | Instructional staff will research alternative methods for students to demonstrate mastery in the classroom. | Curriculum Development | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | All instructional staff |
| High quality use of instructional technology in the curriculum | Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Activity Monitoring | School administrators and school improvement team will monitor data conferencing minutes and lesson plans to determine the strategy's validity and fidelity. | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District Administrators and School Improvement Teams |
| Curriculum Mapping | Continue to map district curriculum following the five year curriculum cycle. Updates should be made based upon data conferencing and analysis. | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Student Conference and Goal Setting | Teachers will meet with all students to set academic goals based upon NWEA testing scores. Goals will be done on a district created goal sheet. | Other | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2017 | $0 | All instructional Staff |

| Data Conferencing | Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results). They will identify strengths and areas of instructional need, document their work in meeting minutes, and make adjustments accordingly. | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff. |
|---|---|---|---|---|---|---|---|---|
| Instructional Time | Teachers will include 30 minutes or more of daily instructional time in this subject.  This instructional time may be woven within the ninety minute literacy block but will incorporate informational text and the state science standards. | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | Lee Elementary Instructional Staff |
| Create district wide best practice model | The district School Improvement Team will establish a district wide model of implementation and practice for assessment as well as data collection and review. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District School Improvement Team |
| Student Conference and goal Setting | Teachers will meet with all students to set academic goals based upon NWEA testing scores.  Goals will be done on a district created goal sheet. | Other | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Leveled Literacy Library | The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level.  Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress.  Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program and individual content areas with quality non-fiction informational texts. | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | Will L. Lee instructional staff |
| Activity Monitoring | School administrators and school improvement team will monitor data conferencing minutes and lesson plans to determine the strategy's validity and fidelity | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District Administrators and School Improvement Teams |

| Leveled Literacy Library | The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level. Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress. Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program and individual content areas with quality non-fiction informational texts. | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | | 08/01/2015 | 06/30/2017 | $0 | Will L. Lee instructional staff |
|---|---|---|---|---|---|---|---|---|
| Differentiated Instruction Implementation | All instructional staff will use multiple sources of data to differentiate instruction for all learners. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Professional Development | All instructional staff will receive professional development on differentiated instruction within the content areas. They will also receive training on reaching all students and how to help all students succeed. | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | All instructional staff |
| Classroom instruction that works professional development | To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district. This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement. The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction. | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | All Staff |
| Activity Monitoring | School administrators will monitor lesson plans to determine the strategy's validity and fidelity | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District Administrators |
| Classroom Instruction That Works instructional best practices in the classroom | To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district. This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement. The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction. | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | All Staff |

| Assessment Creation | Instructional staff will research alternative methods for students to demonstrate mastery in the classroom. | Curriculum Development | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | All instructional staff. |
|---|---|---|---|---|---|---|---|---|
| Classroom instruction that works professional development | To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across the district. This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement. The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction. | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | All staff. |
| Data Conferencing | Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results). They will identify strengths and areas of instructional need and make adjustments accordingly. | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| High quality use of instructional technology in the curriculum | Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Curriculum Mapping | Continue to map district curriculum in following the five year curriculum cycle.  Updates should be made based upon data conferencing and analysis. | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Curriculum Mapping | Continue to map district curriculum following the five year curriculum cycle.  Updates should be made based upon data conferencing and analysis. | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Professional Development | All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed. | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | All instructional staff |
| Authentic Assessment Creation and Use | Teachers will incorporate hands-on experiential strategies and high order thinking skills into instruction and assessments | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Data Conferencing | Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results). They will identify strengths and areas of instructional need and make adjustments accordingly. | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Professional Development | Staff will be provided professional development on the use and management of eSpark.  Staff will also be instructed on the goal setting process. | Professional Learning | Tier 3 | Implement | 08/28/2014 | 06/30/2017 | $0 | All instructional staff and paraprofessionals |

| Professional Development | All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed. | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | All instructional staff |
|---|---|---|---|---|---|---|---|---|
| Assessment Creation | Instructional staff will research alternative methods for students to demonstrate mastery in the classroom. | Curriculum Development | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | All instructional staff. |
| Create district wide best practice model: | The District School Improvement team will establish a district wide model of implementation and practice for assessment as well as data collection and review. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District School Improvement Team |
| Activity Monitoring | School administrators and school improvement team will monitor data conferencing minutes and lesson plans to determine the strategy's validity and fidelity | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District Administrators and School Improvement Teams |
| Professional Development | All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed. | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | All instructional staff |
| Data driven individualized instruction | Teachers will provide data driven intense focused instruction on deficit skills identified through screening tools using evidence based interventions. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | Mathematics Staff |
| Alternative Access to Print | Teachers will provide alternative access to print materials through 1:1 technology, audio books, or other methods | Materials | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $0 | All instructional staff |
| Data Conferencing | Staff will participate in data conferencing, analyzing differ sources of data (such as NWEA, ACT, and State Assessments results).  They will identify strengths and areas of instructional need and make adjustments accordingly. | Teacher Collaboration | Tier 1 | | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Teaching literacy within the content area | The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. | Direct Instruction | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |

| Activity Monitoring | School administrators will monitor lesson plans to determine the strategy's validity and fidelity | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District Administrators |
|---|---|---|---|---|---|---|---|---|
| Activity Monitoring | School administrators will monitor weekly lesson plans to determine the strategy's validity and fidelity | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District Administrators |
| Teaching literacy within the content area | The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. | Direct Instruction | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Differentiated Instruction Implementation | All instructional staff will use multiple sources of data to differentiate instruction for all learners. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Alternative Access to Print | Teachers will provide alternative access to print materials through 1:1 technology, audio books, or other methods | Materials | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $0 | All instructional staff |
| Activity Monitoring | School administrators will monitor weekly lesson plans to determine the strategy's validity and fidelity | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District Administrators |
| Activity Monitoring | School administrators and school improvement team will monitor data conferencing minutes and weekly lesson plans to determine the strategy's validity and fidelity | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District Administrators and School Improvement Teams |
| Professional Development | Staff will be provided professional development on the use and management of eSpark.  Staff will also be instructed on the goal setting process. | Professional Learning | Tier 2 | Monitor | 08/28/2014 | 06/30/2017 | $0 | All instructional staff and paraprofessionals |
| Create district wide best practice model: | The District School Improvement leadership team will establish a district wide model of implementation and practice for assessment as well as data collection and review. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District School Improvement Leadership Team |
| Curriculum Mapping | Continue to map district curriculum following the five year curriculum cycle  Updates should be made based upon data conferencing and analysis. | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |

# District Improvement Plan

Richmond Community Schools

| Professional Development | All instructional staff will receive professional development on differentiated instruction within the content areas. They will also receive training on reaching all students and how to help all students succeed. | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | All instructional staff |
|---|---|---|---|---|---|---|---|---|
| Activity Monitoring | School administrators and school improvement team will monitor data conferencing minutes and weekly lesson plans to determine the strategy's validity and fidelity | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District Administrators and School Improvement Teams |
| High quality use of instructional technology in the curriculum | Teachers will implement their professional development with the use of high quality strategies for technology integration within the curriculum | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Curriculum Mapping | Continue to map district curriculum following the district curriculum cycle. Updates should be made based upon data conferencing and analysis. | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| High quality use of instructional technology in the curriculum | Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Differentiated Instruction Implementation | All instructional staff will use multiple sources of data to differentiate instruction for all learners. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Data Conferencing | Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results). They will identify strengths and areas of instructional need and make adjustments accordingly. | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Classroom instruction that works professional development | To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district. This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement. The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction. | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | All Staff |
| DRA or Lexile Leveled Reading Instruction | Teachers will provide DRA or Lexile leveled reading material that support curriculum content and meet students at their reading level. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Authentic Assessment Creation and Use | Teachers will incorporate hands-on experiential strategies and high order thinking skills into instruction and assessments | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |

| High quality use of instructional technology in the curriculum | Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
|---|---|---|---|---|---|---|---|---|
| Leveled Literacy Library | The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level.  Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress.  Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program. | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | Implement | 08/01/2015 | 06/30/2017 | $0 | Will L. Lee Teachers, Building Administrators, and Curriculum Director |
| DRA or Lexile Leveled Content Reading Instruction | Teachers will provide DRA or Lexile leveled reading material that support curriculum content and meet students at their reading level. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Activity Monitoring | School administrators will monitor lesson plans to determine the strategy's validity and fidelity | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District Administrators |
| Differentiated Instruction Implementation | All instructional staff will use multiple sources of data to differentiate instruction for all learners. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Leveled Literacy Library | The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level.  Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress.  Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program. | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | Implement | 08/01/2015 | 06/30/2017 | $0 | Will L. Lee Teachers, Building Administrators, and Curriculum Director |
| Assessment Creation | Instructional staff will research alternative methods for students to demonstrate mastery in the classroom. | Curriculum Development | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | All instructional staff |
| Instructional Time | Teachers will include 30 minutes or more of daily instructional time in this subject.  This instructional time may be woven within the ninety minute literacy block but will incorporate informational text and the state social studies standards. | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | Lee Elementary Staff |

| Create district wide best practice model: | The District School Improvement team will establish a district wide model of implementation and practice for assessment as well as data collection and review. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District School Improvement Team |
|---|---|---|---|---|---|---|---|---|
| Assessment Creation | Instructional staff will research alternative methods for students to demonstrate mastery in the classroom. | Curriculum Development | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | All instructional staff. |
| Classroom Instruction That Works instructional best practices in the classroom | To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district.  This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement.  The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction. | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | All Staff |
| Create district wide best practice model: | The District School Improvement team will establish a district wide model of implementation and practice for assessment as well as data collection and review. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District School Improvement Team |

## Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $160000 | All instructional staff and paraprofessionals |
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $160000 | All instructional staff and paraprofessionals |
| Literacy Coach | The Literacy Coach will work with small groups of children identified as at-risk in Reading and Math. The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom. | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Academic Coach, building principal, and curriculum director |

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| Small group instruction by Title I Staff | Small group instruction to include the following areas:<br>After School Reading/Writing Program<br>Leveled Readers | Direct Instruction, Extra Curricular | Tier 2 | Monitor | 08/01/2015 | 06/30/2017 | $27000 | Title I staff |
|---|---|---|---|---|---|---|---|---|
| Literacy Coach | The Literacy Coach will work with small groups of children identified as at-risk in Reading and Math. The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom. | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Literacy Coach, building principal, and curriculum director |
| Literacy Coach | The Literacy Coach will work with small groups of children identified as at-risk in Reading and Math. The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom. | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Academic Coach, building principal, and curriculum director |
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $160000 | All instructional staff and paraprofessionals |
| Title 1a Parent Involvement | Parent Involvement Activities | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $2500 | Title I Staff |
| Title 1a Parent Involvement | Parent Involvement Activities | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $2500 | Title I staff |

**Section 31a**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $70000 | ACRI instructional Staff |
| Pre-common core/math essential classes | Identified tier III students will receive extra math instruction in designated pre-common core and math essential classes | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | Mathematics Staff |
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $70000 | ACRI instructional Staff |
| Data driven individualized instruction | Teachers will provide data driven intense focused instruction on deficit skills identified through screening tools using evidence based interventions. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | Mathematics Staff |

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| Literacy Coach | The Literacy Coach will work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom. | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Literacy Coach, building principal, and curriculum director |
|---|---|---|---|---|---|---|---|---|
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $32000 | Corrective Reading Trained Instructional Staff |
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $32000 | Corrective Reading Trained Instructional Staff |

## Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Classroom instruction that works professional development | Teachers will continue to receive training in the classroom instruction that works model. | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | All instructional staff |
| Instruction technology professional development | Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. | Professional Learning, Technology | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | All instructional staff |
| District MTSS/School Improvment Leadership Team Meeting: | The District School Improvment team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Superintendent Director of Curriculum Director of Student Support Services |
| Classroom instruction that works professional development | Teachers will continue to receive training in the classroom instruction that works model. | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | All instructional staff |
| District MTSS Leadership Team Meeting | The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Superintendent Director of Curriculum Director of Student Support Services |

| District MTSS/School Improvement Leadership Team Meeting: | The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Superintendent Director of Curriculum Director of Student Support Services |
|---|---|---|---|---|---|---|---|---|
| Developmental Reading Assessment (DRA) | The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection.  Staff will receive instruction on DRA administration. | Professional Learning, Other | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $5600 | Will L. Lee Teachers, Building Principal, Curriculum Director |
| MTSS Professional Development | The district School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | All instructional staff |
| Instruction technology professional development | Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. | Professional Learning | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | All instructional staff |
| District MTSS/School Improvement Leadership Team Meeting | The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Superintendent Director of Curriculum Director of Student Support Services |
| District MTSS School Improvement Leadership Team Meeting: | The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners. | Academic Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $1100 | Superintendent Director of Curriculum Director of Student Support Services |
| Instruction technology professional development | Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. | Professional Learning | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | All instructional staff |
| MTSS Professional Development | The District School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | All instructional staff |

| MTSS Professional Development | The District School Improvement leadership team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | All instructional staff |
|---|---|---|---|---|---|---|---|---|
| MTSS Professional Development | The District School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | All instructional staff |
| Developmental Reading Assessment (DRA) | The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection. Staff will receive instruction on DRA administration. | Professional Learning, Other | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $5600 | Will L. Lee Teachers, Building Principal, Curriculum Director |
| Professional Development | Staff will receive professional development on balanced literacy instruction. | Direct Instruction, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $15000 | Will L. Lee Staff, Curriculum Director, Building Principal |
| Instructional technology professional development | Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. | Professional Learning, Technology | Tier 1 | Getting Ready | 08/04/2014 | 06/01/2017 | $1100 | All instructional staff |
| MTSS Professional Development | The District School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | All instructional staff |
| Instruction technology professional development | Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. | Professional Learning, Technology | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | All instructional staff |
| Classroom instruction that works professional development | Teachers will continue to receive training in the classroom instruction that works model. | Professional Learning | Tier 1 | Getting Ready | 07/01/2014 | 06/30/2017 | $5000 | All instructional staff |
| Professional Development | Staff will receive professional development on balanced literacy instruction. | Direct Instruction, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $15000 | Will L. Lee Staff, Curriculum Director, Building Principal |

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| Classroom instruction that works professional development | Teachers will continue to receive training in the classroom instruction that works model. | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | All instructional staff |
|---|---|---|---|---|---|---|---|---|
| Classroom instruction that works professional development | Teachers will continue to receive training in the classroom instruction that works model throughout the school year. | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | All Instructional Staff |

**General Fund**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Student Study Team Meetings | The student study team will conduct student study team meetings to provide research based interventions for students in need. The team will need to review data collected, monitor progress and assess fidelity of implementation. | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | Student Study Team, Instructional Staff, Counselors, Building Principal |
| PBIS Implementation | The District School Improvement team will support the building team's implementation of a PBIS model. This will include the creation and/or implementation of a central data collection system such as the SWIS Suite or PowerSchool. | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District School Improvement team and Building Level PBIS Team. |
| Student Study Team Meetings | The student study team will conduct student study team meetings to provide research based interventions for students in need. The team will need to review data collected, monitor progress and assess fidelity of implementation. | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | Student Study Team, Instructional Staff, Counselors, Building Principal |
| Student Study Team Meetings | The student study team will conduct student study team meetings to provide research based interventions for students in need. The team will need to review data collected, monitor progress and assess fidelity of implementation. | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | Student Study Team, Instructional Staff, Counselors, Building Principal |

| Student Study Team Meetings | The student study team will conduct student study team meetings to provide research based interventions for students in need.  The team will need to review data collected, monitor progress and assess fidelity of implementation. | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | Student Study Team, Instructional Staff, Counselors, Building Principal |
|---|---|---|---|---|---|---|---|---|
| PBIS Implementation | The district School Improvement Team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite or PowerSchool. | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/01/2017 | $5000 | District School Improvement team and Building Level PBIS Team |
| PBIS Implementation | The District School Improvement team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $5000 | District School Improvement team and Building Level PBIS Team |
| PBIS Implementation | The District School Improvement team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite or PowerSchool. | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $5000 | District School Improvement  team and Building Level PBIS Team |
| Student Study Team Meetings | The student study team will conduct student study team meetings to provide research based interventions for students in need.  The team will need to review data collected, monitor progress and assess fidelity of implementation. | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | Student Study Team, Instructional Staff, Counselors, Building Principal |
| PBIS Implementation | The District School Improvement leadership team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $5000 | District School Improvement Leadership team and Building Level PBIS Team |

# Activity Summary by School

**Below is a breakdown of activity by school.**

**All Schools**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Classroom instruction that works professional development | Teachers will continue to receive training in the classroom instruction that works model throughout the school year. | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | All Instructional Staff |
| Student Conference and Goal Setting | Teachers will meet with all students to set academic goals based upon NWEA testing scores.  Goals will be done on a district created goal sheet. | Other | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2017 | $0 | All instructional Staff |
| Data Conferencing | Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results). They will identify strengths and areas of instructional need, document their work in meeting minutes, and make adjustments accordingly. | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff. |
| Curriculum Mapping | Continue to map district curriculum in following the five year curriculum cycle.  Updates should be made based upon data conferencing and analysis. | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Instructional technology professional development | Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. | Professional Learning, Technology | Tier 1 | Getting Ready | 08/04/2014 | 06/01/2017 | $1100 | All instructional staff |
| High quality use of instructional technology in the curriculum | Teachers will implement their professional development with the use of high quality strategies for technology integration within the curriculum | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Activity Monitoring | School administrators and school improvement team will monitor data conferencing minutes and lesson plans to determine the strategy's validity and fidelity | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District Administrators and School Improvement Teams |
| Classroom instruction that works professional development | Teachers will continue to receive training in the classroom instruction that works model. | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | All instructional staff |
| Student Conference and goal Setting | Teachers will meet with all students to set academic goals based upon NWEA testing scores.  Goals will be done on a district created goal sheet. | Other | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |

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| Data Conferencing | Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results). They will identify strengths and areas of instructional need and make adjustments accordingly. | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
|---|---|---|---|---|---|---|---|---|
| Curriculum Mapping | Continue to map district curriculum following the five year curriculum cycle. Updates should be made based upon data conferencing and analysis. | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Instruction technology professional development | Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. | Professional Learning | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | All instructional staff |
| High quality use of instructional technology in the curriculum | Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Activity Monitoring | School administrators and school improvement team will monitor data conferencing minutes and lesson plans to determine the strategy's validity and fidelity. | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District Administrators and School Improvement Teams |
| Classroom instruction that works professional development | Teachers will continue to receive training in the classroom instruction that works model. | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | All instructional staff |
| Student Conference and goal Setting | Teachers will meet with all students to set academic goals based upon NWEA testing scores. Goals will be done on a district created goal sheet. | Other | Tier 1 | Getting Ready | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Data Conferencing | Staff will participate in data conferencing, analyzing differ sources of data (such as NWEA, ACT, and State Assessments results). They will identify strengths and areas of instructional need and make adjustments accordingly. | Teacher Collaboration | Tier 1 | | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Curriculum Mapping | Continue to map district curriculum following the five year curriculum cycle Updates should be made based upon data conferencing and analysis. | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Instruction technology professional development | Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. | Professional Learning | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | All instructional staff |
| High quality use of instructional technology in the curriculum | Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Activity Monitoring | School administrators and school improvement team will monitor data conferencing minutes and lesson plans to determine the strategy's validity and fidelity | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District Administrators and School Improvement Teams |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Classroom instruction that works professional development | Teachers will continue to receive training in the classroom instruction that works model. | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | $5000 | All instructional staff |
| Data Conferencing | Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results). They will identify strengths and areas of instructional need and make adjustments accordingly. | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Curriculum Mapping | Continue to map district curriculum following the five year curriculum cycle. Updates should be made based upon data conferencing and analysis. | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Instruction technology professional development | Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. | Professional Learning, Technology | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | All instructional staff |
| High quality use of instructional technology in the curriculum | Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Teaching literacy within the content area | The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. | Direct Instruction | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Authentic Assessment Creation and Use | Teachers will incorporate hands-on experiential strategies and high order thinking skills into instruction and assessments | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Classroom instruction that works professional development | Teachers will continue to receive training in the classroom instruction that works model. | Professional Learning | Tier 1 | Getting Ready | 07/01/2014 | 06/30/2017 | $5000 | All instructional staff |
| Data Conferencing | Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, ACT, and State Assessments results). They will identify strengths and areas of instructional need and make adjustments accordingly. | Teacher Collaboration | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Curriculum Mapping | Continue to map district curriculum following the district curriculum cycle. Updates should be made based upon data conferencing and analysis. | Curriculum Development | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Instruction technology professional development | Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. | Professional Learning, Technology | Tier 1 | Getting Ready | 08/04/2014 | 06/30/2017 | $1100 | All instructional staff |

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| High quality use of instructional technology in the curriculum | Teacher will implement their professional development with the use of high quality strategies for technology integration within the curriculum | Technology | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
|---|---|---|---|---|---|---|---|---|
| Activity Monitoring | School administrators and school improvement team will monitor data conferencing minutes and weekly lesson plans to determine the strategy's validity and fidelity | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District Administrators and School Improvement Teams |
| Teaching literacy within the content area | The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. | Direct Instruction | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Authentic Assessment Creation and Use | Teachers will incorporate hands-on experiential strategies and high order thinking skills into instruction and assessments | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Activity Monitoring | School administrators and school improvement team will monitor data conferencing minutes and weekly lesson plans to determine the strategy's validity and fidelity | Other | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District Administrators and School Improvement Teams |
| District MTSS Leadership Team Meeting | The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Superintendent Director of Curriculum Director of Student Support Services |
| Create district wide best practice model | The district School Improvement Team will establish a district wide model of implementation and practice for assessment as well as data collection and review. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District School Improvement Team |
| MTSS Professional Development | The district School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | All instructional staff |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PBIS Implementation | The district School Improvement Team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite or PowerSchool. | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/01/2017 | $5000 | District School Improveme nt team and Building Level PBIS Team |
| Professional Development | All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed. | Professiona l Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | All instructiona l staff |
| Differentiated Instruction Implementation | All instructional staff will use multiple sources of data to differentiate instruction for all learners. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructiona l staff |
| Activity Monitoring | School administrators will monitor lesson plans to determine the strategy's validity and fidelity | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District Administrat ors |
| District MTSS School Improvement Leadership Team Meeting: | The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners. | Academic Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $1100 | Superinten dent Director of Curriculum Director of Student Support Services |
| Create district wide best practice model: | The District School Improvement team will establish a district wide model of implementation and practice for assessment as well as data collection and review. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District School Improveme nt Team |
| MTSS Professional Development | The District School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | All instructiona l staff |
| PBIS Implementation | The District School Improvement team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite or PowerSchool. | Behavioral Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District School Improveme nt team and Building Level PBIS Team. |
| Professional Development | All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed. | Professiona l Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | All instructiona l staff |

| Differentiated Instruction Implementation | All instructional staff will use multiple sources of data to differentiate instruction for all learners. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
|---|---|---|---|---|---|---|---|---|
| Activity Monitoring | School administrators will monitor lesson plans to determine the strategy's validity and fidelity | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District Administrators |
| District MTSS/School Improvment Leadership Team Meeting: | The District School Improvment team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Superintendent Director of Curriculum Director of Student Support Services |
| Create district wide best practice model: | The District School Improvement team will establish a district wide model of implementation and practice for assessment as well as data collection and review. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District School Improvement Team |
| MTSS Professional Development | The District School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | All instructional staff |
| PBIS Implementation | The District School Improvement team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite or PowerSchool. | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $5000 | District School Improvement  team and Building Level PBIS Team |
| Professional Development | All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed. | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | All instructional staff |
| Differentiated Instruction Implementation | All instructional staff will use multiple sources of data to differentiate instruction for all learners. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Activity Monitoring | School administrators will monitor lesson plans to determine the strategy's validity and fidelity | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District Administrators |

| District MTSS/School Improvement Leadership Team Meeting: | The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Superintendent Director of Curriculum Director of Student Support Services |
|---|---|---|---|---|---|---|---|---|
| Create district wide best practice model: | The District School Improvement team will establish a district wide model of implementation and practice for assessment as well as data collection and review. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District School Improvement Team |
| MTSS Professional Development | The District School Improvement team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | All instructional staff |
| PBIS Implementation | The District School Improvement team will support the building team's implementation of a PBIS model.  This will include the creation and/or implementation of a central data collection system such as the SWIS Suite | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $5000 | District School Improvement team and Building Level PBIS Team |
| Professional Development | All instructional staff will receive professional development on differentiated instruction within the content areas.  They will also receive training on reaching all students and how to help all students succeed. | Professional Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | All instructional staff |
| Differentiated Instruction Implementation | All instructional staff will use multiple sources of data to differentiate instruction for all learners. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Activity Monitoring | School administrators will monitor weekly lesson plans to determine the strategy's validity and fidelity | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District Administrators |
| District MTSS/School Improvement Leadership Team Meeting | The District School Improvement team will meet annually to work collaboratively to develop a common plan for student support to maximize improvement for all learners. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $1100 | Superintendent Director of Curriculum Director of Student Support Services |
| Create district wide best practice model: | The District School Improvement leadership team will establish a district wide model of implementation and practice for assessment as well as data collection and review. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | District School Improvement Leadership Team |

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|---|---|---|---|---|---|---|---|---|
| MTSS Professional Development | The District School Improvement leadership team will provide professional development to staff on MTSS Essential Components, to include CHAMPS, Differentiated Instruction, Behavior Assessment, Intervention and Planning. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $2500 | All instructional staff |
| PBIS Implementation | The District School Improvement leadership team will support the building team's implementation of a PBIS model. This will include the creation and/or implementation of a central data collection system such as the SWIS Suite | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $5000 | District School Improveme nt Leadership team and Building Level PBIS Team |
| Professional Development | All instructional staff will receive professional development on differentiated instruction within the content areas. They will also receive training on reaching all students and how to help all students succeed. | Professiona l Learning | Tier 2 | Implement | 08/27/2014 | 06/30/2017 | $0 | All instructional staff |
| Differentiated Instruction Implementation | All instructional staff will use multiple sources of data to differentiate instruction for all learners. | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Activity Monitoring | School administrators will monitor weekly lesson plans to determine the strategy's validity and fidelity | Other | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | District Administrat ors |
| DRA or Lexile Leveled Content Reading Instruction | Teachers will provide DRA or Lexile leveled reading material that support curriculum content and meet students at their reading level. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| DRA or Lexile Leveled Reading Instruction | Teachers will provide DRA or Lexile leveled reading material that support curriculum content and meet students at their reading level. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | All instructional staff |
| Assessment Creation | Instructional staff will research alternative methods for students to demonstrate mastery in the classroom. | Curriculum Developme nt | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | All instructional staff. |
| Assessment Creation | Instructional staff will research alternative methods for students to demonstrate mastery in the classroom. | Curriculum Developme nt | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | All instructional staff |
| Assessment Creation | Instructional staff will research alternative methods for students to demonstrate mastery in the classroom. | Curriculum Developme nt | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | All instructional staff |
| Assessment Creation | Instructional staff will research alternative methods for students to demonstrate mastery in the classroom. | Curriculum Developme nt | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | All instructional staff. |

| Student Study Team Meetings | The student study team will conduct student study team meetings to provide research based interventions for students in need. The team will need to review data collected, monitor progress and assess fidelity of implementation. | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | Student Study Team, Instructional Staff, Counselors, Building Principal |
|---|---|---|---|---|---|---|---|---|
| Alternative Access to Print | Teachers will provide alternative access to print materials through 1:1 technology, audio books, or other methods | Materials | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $0 | All instructional staff |
| Assessment Creation | Instructional staff will research alternative methods for students to demonstrate mastery in the classroom. | Curriculum Development | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | All instructional staff. |
| Student Study Team Meetings | The student study team will conduct student study team meetings to provide research based interventions for students in need. The team will need to review data collected, monitor progress and assess fidelity of implementation. | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | Student Study Team, Instructional Staff, Counselors, Building Principal |
| Alternative Access to Print | Teachers will provide alternative access to print materials through 1:1 technology, audio books, or other methods | Materials | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $0 | All instructional staff |
| Student Study Team Meetings | The student study team will conduct student study team meetings to provide research based interventions for students in need. The team will need to review data collected, monitor progress and assess fidelity of implementation. | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | Student Study Team, Instructional Staff, Counselors, Building Principal |
| Student Study Team Meetings | The student study team will conduct student study team meetings to provide research based interventions for students in need. The team will need to review data collected, monitor progress and assess fidelity of implementation. | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | Student Study Team, Instructional Staff, Counselors, Building Principal |
| Student Study Team Meetings | The student study team will conduct student study team meetings to provide research based interventions for students in need. The team will need to review data collected, monitor progress and assess fidelity of implementation. | Behavioral Support Program, Academic Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2017 | $5000 | Student Study Team, Instructional Staff, Counselors, Building Principal |

| Classroom Instruction That Works instructional best practices in the classroom | To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district.  This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement.  The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction. | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | All Staff |
|---|---|---|---|---|---|---|---|---|
| Classroom Instruction That Works instructional best practices in the classroom | To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district. This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement. The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction. | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | All Staff |
| Classroom instruction that works professional development | To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across the district. This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement. The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction. | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | All staff. |
| Classroom instruction that works professional development | To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district.  This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement.  The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction. | Direct Instruction, Behavioral Support Program, Teacher Collaboration, Technology, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | All Staff |

**District Improvement Plan**

Richmond Community Schools

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|---|---|---|---|---|---|---|---|---|
| Classroom instruction that works professional development | To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within schools and across this district.  This requires teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement.  The classroom instruction that works model is a set of researched based best practices that we expect our teachers to incorporate systematically and intentionally as they plan and deliver instruction. | Direct Instruction, Behavioral Support Program, Teacher Collaborati on, Technology , Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/30/2017 | $0 | All Staff |

**Will L. Lee School**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsibl e |
|---|---|---|---|---|---|---|---|---|
| Instructional Time | Teachers will include 30 minutes or more of daily instructional time in this subject.  This instructional time may be woven within the ninety minute literacy block but will incorporate informational text and the state social studies standards. | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | Lee Elementary Staff |
| Instructional Time | Teachers will include 30 minutes or more of daily instructional time in this subject.  This instructional time may be woven within the ninety minute literacy block but will incorporate informational text and the state science standards. | Direct Instruction | Tier 1 | Implement | 09/02/2014 | 06/30/2017 | $0 | Lee Elementary Instructiona l Staff |
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $160000 | All instructiona l staff and paraprofess ionals |
| Professional Development | Staff will be provided professional development on the use and management of eSpark.  Staff will also be instructed on the goal setting process. | Professiona l Learning | Tier 2 | Monitor | 08/28/2014 | 06/30/2017 | $0 | All instructiona l staff and paraprofess ionals |
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $160000 | All instructiona l staff and paraprofess ionals |
| Professional Development | Staff will be provided professional development on the use and management of eSpark.  Staff will also be instructed on the goal setting process. | Professiona l Learning | Tier 3 | Implement | 08/28/2014 | 06/30/2017 | $0 | All instructiona l staff and paraprofess ionals |

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| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $160000 | All instructional staff and paraprofessionals |
|---|---|---|---|---|---|---|---|---|
| Professional Development | Staff will be provided professional development on the use and management of eSpark.  Staff will also be instructed on the goal setting process. | Professional Learning | Tier 2 | Implement | 08/28/2014 | 06/30/2017 | $0 | All instructional staff and paraprofessionals |
| Title 1a Parent Involvement | Parent Involvement Activities | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $2500 | Title I Staff |
| Title 1a Parent Involvement | Parent Involvement Activities | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $2500 | Title I staff |
| Professional Development | Staff will receive professional development on balanced literacy instruction. | Direct Instruction, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $15000 | Will L. Lee Staff, Curriculum Director, Building Principal |
| Developmental Reading Assessment (DRA) | The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection.  Staff will receive instruction on DRA administration. | Professional Learning, Other | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $5600 | Will L. Lee Teachers, Building Principal, Curriculum Director |
| Leveled Literacy Library | The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level.  Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress.  Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program. | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | Implement | 08/01/2015 | 06/30/2017 | $0 | Will L. Lee Teachers, Building Administrators, and Curriculum Director |
| Small group instruction by Title I Staff | Small group instruction to include the following areas:<br>After School Reading/Writing Program<br>Leveled Readers | Direct Instruction, Extra Curricular | Tier 2 | Monitor | 08/01/2015 | 06/30/2017 | $27000 | Title I staff |

| Leveled Literacy Library | The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level.  Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress.  Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program. | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | Implement | 08/01/2015 | 06/30/2017 | $0 | Will L. Lee Teachers, Building Administrators, and Curriculum Director |
|---|---|---|---|---|---|---|---|---|
| Professional Development | Staff will receive professional development on balanced literacy instruction. | Direct Instruction, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $15000 | Will L. Lee Staff, Curriculum Director, Building Principal |
| Developmental Reading Assessment (DRA) | The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection.  Staff will receive instruction on DRA administration. | Professional Learning, Other | Tier 1 | Getting Ready | 08/01/2015 | 06/30/2017 | $5600 | Will L. Lee Teachers, Building Principal, Curriculum Director |
| Leveled Literacy Library | The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level.  Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress.  Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program and individual content areas with quality non-fiction informational texts. | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | Getting Ready | 08/01/2015 | 06/30/2017 | $0 | Will L. Lee instructional staff |

| Leveled Literacy Library | The leveled literacy library is designed to supplement, not substitute for, the small-group instruction that children receive in the classroom. The use of the library provides materials that are aligned to the curriculum and designated at each students' reading level.  Lessons are provided to a small group which assures close observation and the intensive teaching interactions that promote individual learning and allow children to make faster progress.  Professional development and modeling will be done to instruct teachers on the use of the leveled library with the balanced literacy program and individual content areas with quality non-fiction informational texts. | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | | 08/01/2015 | 06/30/2017 | $0 | Will L. Lee instructional staff |
|---|---|---|---|---|---|---|---|---|
| Literacy Coach | The Literacy Coach will work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom. | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Literacy Coach, building principal, and curriculum director |
| Literacy Coach | The Literacy Coach will work with small groups of children identified as at-risk in Reading and Math. The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom. | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Academic Coach, building principal, and curriculum director |
| Literacy Coach | The Literacy Coach will work with small groups of children identified as at-risk in Reading and Math. The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom. | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Academic Coach, building principal, and curriculum director |
| Literacy Coach | The Literacy Coach will work with small groups of children identified as at-risk in Reading and Math. The Academic Coach will also work closely with the building administration and faculty, as well as parents, to ensure student learning by modeling successful, researched based, strategies and best practices for instruction of all students in the classroom. | Professional Learning, Teacher Collaboration, Academic Support Program | Tier 3 | Implement | 08/01/2015 | 06/30/2017 | $60000 | Literacy Coach, building principal, and curriculum director |

**Richmond Middle School**

**District Improvement Plan**

Richmond Community Schools

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Pre-common core/math essential classes | Identified tier III students will receive extra math instruction in designated pre-common core and math essential classes | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $0 | Mathematics Staff |
| Data driven individualized instruction | Teachers will provide data driven intense focused instruction on deficit skills identified through screening tools using evidence based interventions. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | Mathematics Staff |
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $70000 | ACRI instructional Staff |
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $70000 | ACRI instructional Staff |

**Richmond Community High School**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Data driven individualized instruction | Teachers will provide data driven intense focused instruction on deficit skills identified through screening tools using evidence based interventions. | Direct Instruction | Tier 2 | Implement | 09/02/2014 | 06/30/2017 | $0 | Mathematics Staff |
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction, Technology | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $32000 | Corrective Reading Trained Instructional Staff |
| Small group instruction | Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. | Direct Instruction | Tier 2 | Monitor | 09/02/2014 | 06/30/2017 | $32000 | Corrective Reading Trained Instructional Staff |