District Improvement Plan

Richmond Community Schools

Brian Walmsley
35276 Division Rd
Richmond, MI 48062-1380

TABLE OF CONTENTS

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.

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 and personal contact by the building improvement teams.

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, principals from all three buildings, parents, school improvement chairs from all three buildings, and community members were all invited to participate.

Everyone's voice was heard either directly or indirectly, and individual responses were collected.

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 stakeholders 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.

2019-2020 DIP

Overview

Plan Name

2019-2020 DIP

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 Strategies: 7 Activities: 21	Academic	$10000
2	All students at Richmond Community Schools will improve their reading proficiency.	Objectives: 3 Strategies: 9 Activities: 24	Academic	$5000
3	All students at Richmond Community Schools will improve their writing proficiency.	Objectives: 3 Strategies: 8 Activities: 22	Academic	$11100
4	All students at Richmond Community Schools will improve their social studies proficiency.	Objectives: 3 Strategies: 5 Activities: 20	Academic	$10000
5	All students at Richmond Community Schools will improve their science proficiency.	Objectives: 3 Strategies: 5 Activities: 20	Academic	$10000

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: Mathematics

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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2019	$0	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	Monitor	09/02/2014	06/30/2019	$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

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, document their work in meeting minutes, and make adjustments accordingly. Schools: All Schools	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2019	$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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2019	$0	Title II Part A, 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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Technology , Professional Learning	Tier 1	Implement	08/04/2014	06/30/2019	$0	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 Schools: All Schools	Technology	Tier 1	Monitor	09/02/2014	06/30/2019	$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 - Activity Monitoring	Tier 1	Monitor	09/02/2014	06/30/2019	$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. Schools: All Schools	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2019	$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: Learning Support Systems

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

| 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. Any required funding will be detailed in the Consolidated Application.

Schools: All Schools | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2019 | $0 | 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. Schools: All Schools	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	No Funding Required	District School Improvement Team

Activity - Continuation of Positive Behavior Interventions and Supports (PBIS)	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. Schools: All Schools	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/30/2019	$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. Schools: All Schools	Curriculum Development	Tier 1	Getting Ready	08/01/2015	06/30/2019	$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: Mathematics

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 - 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	06/30/2019	$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 - Activity Monitoring	Tier 2	Monitor	09/02/2014	06/30/2019	$0	No Funding Required	District Administrators

Activity - Title Ia Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement Activities. Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I Part A	Title I Staff

Strategy 2:

Small Group Math Instruction - In tier 2 interventions, schools provide additional assistance to students who demonstrate difficulties on screening measures or who

demonstrate weak progress. Tier 2 students receive supplemental small group mathematics instruction aimed at building targeted

mathematics proficiencies. These interventions are typically provided for 20 to 40 minutes, four to five times each week. Student progress is monitored throughout the

intervention. The groups will be led by highly qualified paraprofessionals overseen by a highly qualified certified teacher.

Category: Learning Support Systems

Research Cited: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf

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. Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Technology, Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I Part A	Title I teacher 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 targeted math interventions for students as detailed in the consolidated application. Schools: Will L. Lee School	Professional Learning	Tier 2	Monitor	08/28/2014	06/30/2019	$0	No Funding Required	Title I teacher 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: Mathematics

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. Funding will be detailed in the 31a Program Report. Schools: Richmond Middle School	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$0	No Funding Required	Mathematics Staff

Strategy 4:

Math Support Class - 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: Mathematics

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. Schools: Richmond Community High School	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2019	$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: Mathematics

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. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$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: English/Language Arts

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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2019	$0	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	06/30/2019	$0	No Funding Required	All instructional staff

District Improvement Plan

Richmond Community Schools

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	06/30/2019	$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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2019	$0	Title II Part A	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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	08/04/2014	06/30/2019	$0	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	Monitor	09/02/2014	06/30/2019	$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 - Activity Monitoring	Tier 1	Implement	09/02/2014	06/30/2019	$0	No Funding Required	District Administrators and School Improvement Teams

District Improvement Plan

Richmond Community Schools

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. Schools: All Schools	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2019	$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: Learning Support Systems

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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Academic Support Program	Tier 1	Monitor	09/02/2014	06/30/2019	$0	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. Schools: All Schools	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	No Funding Required	District School Improvement Team

Activity - Continuation of Positive Behavior Interventions and Supports (PBIS)	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. Schools: All Schools	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/30/2019	$0	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. Schools: All Schools	Curriculum Development	Tier 1	Getting Ready	08/01/2015	06/30/2019	$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: English/Language Arts
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. Funding will be detailed in the 31a Performance Report. Schools: Will L. Lee School	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2015	06/30/2019	$0	Title II Part A	Will L. Lee Staff, Curriculum Director, Building Principal, Literacy Coach

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. Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Other, Professional Learning	Tier 1	Monitor	08/01/2015	06/30/2019	$0	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: English/Language Arts

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 - 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	06/30/2019	$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 - Activity Monitoring	Tier 2	Monitor	09/02/2014	06/30/2019	$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. Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Direct Instruction, Professional Learning, Academic Support Program	Tier 2	Implement	08/01/2015	06/30/2019	$0	Title I Part A	Will L. Lee Teachers, Building Administrators, and Curriculum Director

Strategy 2:

Small Group Reading Instruction - In tier 2 interventions, schools provide additional assistance to students who demonstrate difficulties on screening

measures or who demonstrate weak progress. Tier 2 students receive supplemental small group reading

instruction aimed at building targeted reading proficiencies. These interventions are typically provided for 20 to 40 minutes, four to five times each week. Student

progress is monitored throughout the intervention. The intervention is provided by highly qualified paraprofessionals under the direct supervision of a highly qualified

certified teacher.

Category: Learning Support Systems

Research Cited: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=25

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. Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Technology, Direct Instruction, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I Part A	Title I teacher 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 targeted reading interventions as detailed in the consolidated application. Schools: Will L. Lee School	Professional Learning	Tier 3	Implement	08/28/2014	06/30/2019	$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. Funding will be detailed in the 31a Program Report. Schools: Richmond Middle School	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2019	$0	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: English/Language Arts

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. Funding will be detailed in the 31a Program Report. Schools: Richmond Community High School	Technology, Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	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: English/Language Arts

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. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$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. Funding will be detailed in the 31a Program Report. Schools: Will L. Lee School	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 3	Implement	09/01/2017	06/30/2019	$0	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: English/Language Arts

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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2019	$0	Title II Part A	All instructional staff

District Improvement Plan

Richmond Community Schools

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	Monitor	09/02/2014	06/30/2019	$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. Schools: All Schools	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$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.Funding will be detailed in the Consolidated Application. Schools: All Schools	Professional Learning	Tier 1	Implement	08/04/2014	06/30/2019	$0	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	06/30/2019	$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 - Activity Monitoring	Tier 1	Monitor	09/02/2014	06/30/2019	$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	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/30/2019	$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: Learning Support Systems

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. Schools: All Schools	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$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. Schools: All Schools	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	No Funding Required	District School Improveme nt Team

Activity - Continuation of Positive Behavior Interventions and Supports (PBIS)	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. Schools: All Schools	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/30/2019	$5000	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 Responsible
Instructional staff will research alternative methods for students to demonstrate mastery in the classroom. Schools: All Schools	Curriculum Developme nt	Tier 1	Getting Ready	08/01/2015	06/30/2019	$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: English/Language Arts
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. Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2015	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Other, Professional Learning	Tier 1	Getting Ready	08/01/2015	06/30/2019	$0	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: English/Language Arts

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 - 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	Monitor	09/02/2014	06/30/2019	$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 - Activity Monitoring	Tier 2	Monitor	09/02/2014	06/30/2019	$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: After School Reading/Writing Program Leveled Readers Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Direct Instruction, Extra Curricular	Tier 2	Monitor	08/01/2015	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application.

Schools: Will L. Lee School | Direct Instruction, Professional Learning, Academic Support Program | Tier 2 | Monitor | 08/01/2015 | 06/30/2019 | $0 | Title I Part A | Will L. Lee Teachers, Building Administrators, and Curriculum Director |

Strategy 2:

Small Group Writing Instruction - In tier 2 interventions, schools provide additional assistance to students who demonstrate difficulties on screening

measures or who demonstrate weak progress. Tier 2 students receive supplemental small group reading and writing

instruction aimed at building targeted writing proficiencies. These interventions are typically provided for 20 to 40 minutes, four to five times each week. Student

progress is monitored throughout the intervention. The intervention is provided by highly qualified paraprofessionals under the direct supervision of a highly qualified

certified teacher.

Category: Learning Support Systems

Research Cited: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=25

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. Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I Part A	Title I teacher 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. Funding will be detailed in the 31a Program Report. Schools: Richmond Middle School	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	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: English/Language Arts

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. Funding will be detailed in the 31a Program Report. Schools: Richmond Community High School	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2018	$0	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 06/30/2022 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: Learning Support Systems

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. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$5000	General Fund	Student Study Team, Instructional Staff, Counselors, Building Principal

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: Social Studies

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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2019	$0	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 | 06/30/2019 | $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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2019	$0	Title II Part A	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.Funding will be detailed in the Consolidated Application. Schools: All Schools	Technology , Professional Learning	Tier 1	Getting Ready	08/04/2014	06/30/2019	$0	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	Monitor	09/02/2014	06/30/2019	$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 | 06/30/2019 | $0 | No Funding Required | All instructional staff |

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 Schools: All Schools	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2019	$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. Schools: Will L. Lee School	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2019	$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 Schools: All Schools	Other - Activity Monitoring	Tier 1	Monitor	09/02/2014	06/30/2019	$0	No Funding Required	District Administrators and School Improvement Teams

Activity - Implementation of Classroom Instruction that Works strategies	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. Schools: All Schools	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2019	$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: Learning Support Systems

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

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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	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. Schools: All Schools	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	No Funding Required	District School Improvement Team

Activity - Continuation of Positive Behavior Interventions and Supports (PBIS)	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 Schools: All Schools	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$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. Schools: All Schools	Curriculum Development	Tier 1	Getting Ready	08/01/2015	06/30/2019	$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: Social Studies

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 - 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	Monitor	09/02/2014	06/30/2019	$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 - Activity Monitoring	Tier 2	Monitor	09/02/2014	06/30/2019	$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: English/Language Arts

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. Schools: All Schools	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2019	$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. Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Direct Instruction, Professional Learning, Academic Support Program	Tier 2	Getting Ready	08/01/2015	06/30/2019	$0	Title I Part A	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 06/30/2022 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: Learning Support Systems

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.

Schools: All Schools | Academic Support Program, Behavioral Support Program | Tier 3 | Monitor | 08/01/2015 | 06/30/2019 | $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 Schools: All Schools	Materials	Tier 3	Implement	08/01/2015	06/30/2019	$0	No Funding Required	All instructional staff

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: Science

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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2019	$0	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	06/30/2019	$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	06/30/2019	$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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Technology , Professional Learning	Tier 1	Implement	08/04/2014	06/30/2019	$0	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	06/30/2019	$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 | 06/30/2019 | $0 | No Funding Required | All instructional staff |

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 Schools: All Schools	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2019	$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. Schools: Will L. Lee School	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2019	$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 Schools: All Schools	Other - Activity Monitoring	Tier 1	Implement	09/02/2014	06/30/2019	$0	No Funding Required	District Administrators and School Improvement Teams

Activity - Implementation of Classroom Instruction that Works strategies	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. Schools: All Schools	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/30/2019	$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: Learning Support Systems

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. Funding will be detailed in the Consolidated Application. Schools: All Schools	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	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. Schools: All Schools	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	No Funding Required	District School Improvement Leadership Team

Activity - Continuation of Positive Behavior Interventions and Supports (PBIS)	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 Schools: All Schools	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$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. Schools: All Schools	Curriculum Development	Tier 1	Getting Ready	08/01/2015	06/30/2019	$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: Science

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 - 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 1	Monitor	09/02/2014	06/30/2019	$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 - Activity Monitoring	Tier 2	Monitor	09/02/2014	06/30/2019	$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: English/Language Arts

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. Schools: All Schools	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$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. Funding will be detailed in the Consolidated Application. Schools: Will L. Lee School	Direct Instruction, Professional Learning, Academic Support Program	Tier 2		08/01/2015	06/30/2019	$0	Title I Part A	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 06/30/2022 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: Learning Support Systems

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. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$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 Schools: All Schools	Materials	Tier 3	Implement	08/01/2015	06/30/2019	$0	No Funding Required	All instructional staff

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
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	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$0	All instructional staff
Activity Monitoring	School administrators will monitor weekly lesson plans to determine the strategy's validity and fidelity	Other - Activity Monitoring	Tier 2	Monitor	09/02/2014	06/30/2019	$0	District Administrators
Implementation of Classroom Instruction that Works strategies	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.	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2019	$0	All 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	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$0	All instructional staff
Professional Development	Staff will be provided professional development on the targeted reading interventions as detailed in the consolidated application.	Professional Learning	Tier 3	Implement	08/28/2014	06/30/2019	$0	All instructional staff and paraprofessionals

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	06/30/2019	$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	06/30/2019	$0	District School Improvement Team
Activity Monitoring	School administrators will monitor lesson plans to determine the strategy's validity and fidelity	Other - Activity Monitoring	Tier 2	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$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	06/30/2019	$0	Mathematics Staff
Activity Monitoring	School administrators will monitor lesson plans to determine the strategy's validity and fidelity	Other - Activity Monitoring	Tier 2	Monitor	09/02/2014	06/30/2019	$0	District Administrators
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	Monitor	09/02/2014	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$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 - Activity Monitoring	Tier 1	Monitor	09/02/2014	06/30/2019	$0	District Administrators and School Improvement Teams
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	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2019	$0	All instructional staff
Implementation of Classroom Instruction that Works strategies	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.	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/30/2019	$0	All 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	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$0	District School Improvement Team
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	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$0	All instructional staff

Activity Monitoring	School administrators will monitor lesson plans to determine the strategy's validity and fidelity	Other - Activity Monitoring	Tier 2	Monitor	09/02/2014	06/30/2019	$0	District Administrators
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	06/30/2019	$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	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$0	All instructional staff
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	06/30/2019	$0	District School Improvement Leadership 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 - Activity Monitoring	Tier 1	Implement	09/02/2014	06/30/2019	$0	District Administrators and School Improvement Teams
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	06/30/2019	$0	Lee Elementary 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	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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 - Activity Monitoring	Tier 1	Implement	09/02/2014	06/30/2019	$0	District Administrators and School Improvement Teams
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 - Activity Monitoring	Tier 1	Monitor	09/02/2014	06/30/2019	$0	District Administrators and School Improvement Teams
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	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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	06/30/2019	$0	All instructional staff.
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	06/30/2019	$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	06/30/2019	$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	06/30/2019	$0	District School Improvement Team
Differentiated Instruction Implementation	All instructional staff will use multiple sources of data to differentiate instruction for all learners.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$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.	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/30/2019	$0	All 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	06/30/2019	$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	06/30/2019	$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.	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2019	$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.	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2019	$0	All 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	06/30/2019	$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 - Activity Monitoring	Tier 1	Monitor	09/02/2014	06/30/2019	$0	District Administrators and School Improvement Teams
Activity Monitoring	School administrators will monitor weekly lesson plans to determine the strategy's validity and fidelity	Other - Activity Monitoring	Tier 2	Monitor	09/02/2014	06/30/2019	$0	District Administrators
Professional Development	Staff will be provided professional development on targeted math interventions for students as detailed in the consolidated application.	Professional Learning	Tier 2	Monitor	08/28/2014	06/30/2019	$0	Title I teacher and paraprofessionals
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	06/30/2019	$0	Lee Elementary Instructional Staff

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. Funding will be detailed in the Consolidated Application.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I teacher and paraprofessionals
Small group instruction	Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. Funding will be detailed in the Consolidated Application.	Technology, Direct Instruction, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I teacher and paraprofessionals

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. Funding will be detailed in the Consolidated Application.	Direct Instruction, Professional Learning, Academic Support Program	Tier 2	Getting Ready	08/01/2015	06/30/2019	$0	Will L. Lee instructional staff
Title Ia Parent Involvement	Parent Involvement Activities. Funding will be detailed in the Consolidated Application.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I Staff
Title 1a Parent Involvement	Parent Involvement Activities. Funding will be detailed in the Consolidated Application.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	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 and individual content areas with quality non-fiction informational texts. Funding will be detailed in the Consolidated Application.	Direct Instruction, Professional Learning, Academic Support Program	Tier 2		08/01/2015	06/30/2019	$0	Will L. Lee instructional staff
Small group instruction by Title I Staff	Small group instruction to include the following areas: After School Reading/Writing Program Leveled Readers Funding will be detailed in the Consolidated Application.	Direct Instruction, Extra Curricular	Tier 2	Monitor	08/01/2015	06/30/2019	$0	Title I staff
Small group instruction	Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. Funding will be detailed in the Consolidated Application.	Technology, Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I teacher and paraprofessionals

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. Funding will be detailed in the Consolidated Application.	Direct Instruction, Professional Learning, Academic Support Program	Tier 2	Implement	08/01/2015	06/30/2019	$0	Will L. Lee Teachers, Building Administrators, and 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. Funding will be detailed in the Consolidated Application.	Direct Instruction, Professional Learning, Academic Support Program	Tier 2	Monitor	08/01/2015	06/30/2019	$0	Will L. Lee Teachers, Building Administrators, and Curriculum Director

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. Funding will be detailed in the 31a Program Report.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2018	$0	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. Funding will be detailed in the 31a Program Report.	Technology, Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Corrective Reading Trained 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	06/30/2019	$0	Mathematics Staff

District Improvement Plan

Richmond Community Schools

Pre-common core/math essential classes	Identified tier III students will receive extra math instruction in designated pre-common core and math essential classes. Funding will be detailed in the 31a Program Report.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2019	$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. Funding will be detailed in the 31a Program Report.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2019	$0	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. Funding will be detailed in the 31a Program Report.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	ACRI 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. Funding will be detailed in the 31a Program Report.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 3	Implement	09/01/2017	06/30/2019	$0	Literacy Coach, building principal, and curriculum director

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. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2019	$0	All instructional staff
Classroom instruction that works professional development	Teachers will continue to receive training in the classroom instruction that works model. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	Superintendent Director of Curriculum Director of Student Support Services

Instructional technology professional development	Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. Funding will be detailed in the Consolidated Application.	Technology, Professional Learning	Tier 1	Implement	08/04/2014	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application.	Other, Professional Learning	Tier 1	Getting Ready	08/01/2015	06/30/2019	$0	Will L. Lee Teachers, Building Principal, Curriculum Director
Instruction technology professional development	Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum.Funding will be detailed in the Consolidated Application.	Technology, Professional Learning	Tier 1	Getting Ready	08/04/2014	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2019	$0	All instructional staff
Professional Development	Staff will receive professional development on balanced literacy instruction. Funding will be detailed in the 31a Performance Report.	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2015	06/30/2019	$0	Will L. Lee Staff, Curriculum Director, Building Principal, Literacy Coach
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. Any required funding will be detailed in the Consolidated Application.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	Superintendent Director of Curriculum Director of Student Support Services
Curriculum Mapping	Continue to map district curriculum in following the five year curriculum cycle. Updates should be made based upon data conferencing and analysis. Funding will be detailed in the Consolidated Application.	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2019	$0	All instructional staff

Instruction technology professional development	Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. Funding will be detailed in the Consolidated Application.	Technology, Professional Learning	Tier 1	Implement	08/04/2014	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application.	Other, Professional Learning	Tier 1	Monitor	08/01/2015	06/30/2019	$0	Will L. Lee Teachers, Building Principal, Curriculum Director
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. Funding will be detailed in the Consolidated Application.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Getting Ready	08/04/2014	06/30/2019	$0	All instructional staff
Professional Development	Staff will receive professional development on balanced literacy instruction. Funding will be detailed in the Consolidated Application.	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2015	06/30/2019	$0	Will L. Lee Staff, Curriculum Director, Building Principal
Classroom instruction that works professional development	Teachers will continue to receive training in the classroom instruction that works model. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	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 throughout the school year. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2019	$0	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	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2019	$0	All instructional staff
Instruction technology professional development	Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum.Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Implement	08/04/2014	06/30/2019	$0	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.	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$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.	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$5000	Student Study Team, Instructional Staff, Counselors, Building Principal
Continuation of Positive Behavior Interventions and Supports (PBIS)	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	06/30/2019	$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.	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$5000	Student Study Team, Instructional Staff, Counselors, Building Principal
Continuation of Positive Behavior Interventions and Supports (PBIS)	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	06/30/2019	$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.	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$5000	Student Study Team, Instructional Staff, Counselors, Building Principal
Continuation of Positive Behavior Interventions and Supports (PBIS)	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	06/30/2019	$0	District School Improvement team and Building Level PBIS Team.
Continuation of Positive Behavior Interventions and Supports (PBIS)	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	06/30/2019	$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.	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$5000	Student Study Team, Instructional Staff, Counselors, Building Principal

Continuation of Positive Behavior Interventions and Supports (PBIS)	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	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2019	$0	All instructional staff
Instructional technology professional development	Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. Funding will be detailed in the Consolidated Application.	Technology, Professional Learning	Tier 1	Implement	08/04/2014	06/30/2019	$0	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	Monitor	09/02/2014	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2019	$0	All instructional staff
Instruction technology professional development	Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Getting Ready	08/04/2014	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$0	All instructional staff

Instruction technology professional development	Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum.Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Implement	08/04/2014	06/30/2019	$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	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2019	$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	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2019	$0	All instructional staff
Instruction technology professional development	Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum.Funding will be detailed in the Consolidated Application.	Technology, Professional Learning	Tier 1	Getting Ready	08/04/2014	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$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	06/30/2019	$0	All instructional staff
Classroom instruction that works professional development	Teachers will continue to receive training in the classroom instruction that works model. Funding will be detailed in the Consolidated Application.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2019	$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	06/30/2019	$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	06/30/2019	$0	All instructional staff
Instruction technology professional development	Instructional staff will receive training on researched based methods of instructional technology implementation in the curriculum. Funding will be detailed in the Consolidated Application.	Technology, Professional Learning	Tier 1	Implement	08/04/2014	06/30/2019	$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	06/30/2019	$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	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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. Any required funding will be detailed in the Consolidated Application.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	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	06/30/2019	$0	District School Improvement Team
Continuation of Positive Behavior Interventions and Supports (PBIS)	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	06/30/2019	$5000	District School Improvement team and Building Level PBIS Team
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	06/30/2019	$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	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/30/2019	$0	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	06/30/2019	$0	District School Improvement Team

Continuation of Positive Behavior Interventions and Supports (PBIS)	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	06/30/2019	$0	District School Improvement team and Building Level PBIS Team.
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	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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	06/30/2019	$0	District School Improvement Team
Continuation of Positive Behavior Interventions and Supports (PBIS)	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	06/30/2019	$5000	District School Improvement team and Building Level PBIS Team
Differentiated Instruction Implementation	All instructional staff will use multiple sources of data to differentiate instruction for all learners.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	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	06/30/2019	$0	District School Improvement Team
Continuation of Positive Behavior Interventions and Supports (PBIS)	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	06/30/2019	$5000	District School Improvement team and Building Level PBIS Team
Differentiated Instruction Implementation	All instructional staff will use multiple sources of data to differentiate instruction for all learners.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2019	$0	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	06/30/2019	$0	District School Improvement Leadership Team
Continuation of Positive Behavior Interventions and Supports (PBIS)	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	06/30/2019	$5000	District School Improvement Leadership team and Building Level PBIS Team
Differentiated Instruction Implementation	All instructional staff will use multiple sources of data to differentiate instruction for all learners.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$0	District Administrators
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	06/30/2019	$0	All instructional staff

District Improvement Plan

Richmond Community Schools

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	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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.	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$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	06/30/2019	$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	06/30/2019	$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.	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$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	06/30/2019	$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.	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$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.	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$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.	Academic Support Program, Behavioral Support Program	Tier 3	Monitor	08/01/2015	06/30/2019	$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.	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2019	$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.	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2019	$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.	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/30/2019	$0	All staff.
Implementation of Classroom Instruction that Works strategies	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.	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/30/2019	$0	All Staff
Implementation of Classroom Instruction that Works strategies	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.	Teacher Collaboration, Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/30/2019	$0	All Staff

Will L. Lee School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2019	$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	06/30/2019	$0	Lee Elementary Instructional Staff
Small group instruction	Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. Funding will be detailed in the Consolidated Application.	Technology, Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I teacher and paraprofessionals
Professional Development	Staff will be provided professional development on targeted math interventions for students as detailed in the consolidated application.	Professional Learning	Tier 2	Monitor	08/28/2014	06/30/2019	$0	Title I teacher and paraprofessionals
Small group instruction	Staff will provide data driven, intensive, focused instruction on identified skills in small groups using specific evidence based interventions. Funding will be detailed in the Consolidated Application.	Technology, Direct Instruction, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I teacher and paraprofessionals
Professional Development	Staff will be provided professional development on the targeted reading interventions as detailed in the consolidated application.	Professional Learning	Tier 3	Implement	08/28/2014	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I teacher and paraprofessionals
Title Ia Parent Involvement	Parent Involvement Activities. Funding will be detailed in the Consolidated Application.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I Staff
Title 1a Parent Involvement	Parent Involvement Activities. Funding will be detailed in the Consolidated Application.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	Title I staff
Professional Development	Staff will receive professional development on balanced literacy instruction. Funding will be detailed in the 31a Performance Report.	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2015	06/30/2019	$0	Will L. Lee Staff, Curriculum Director, Building Principal, Literacy Coach

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. Funding will be detailed in the Consolidated Application.	Other, Professional Learning	Tier 1	Monitor	08/01/2015	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application.	Direct Instruction, Professional Learning, Academic Support Program	Tier 2	Implement	08/01/2015	06/30/2019	$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: After School Reading/Writing Program Leveled Readers Funding will be detailed in the Consolidated Application.	Direct Instruction, Extra Curricular	Tier 2	Monitor	08/01/2015	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application.	Direct Instruction, Professional Learning, Academic Support Program	Tier 2	Monitor	08/01/2015	06/30/2019	$0	Will L. Lee Teachers, Building Administrators, and Curriculum Director

Professional Development	Staff will receive professional development on balanced literacy instruction. Funding will be detailed in the Consolidated Application.	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2015	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application.	Other, Professional Learning	Tier 1	Getting Ready	08/01/2015	06/30/2019	$0	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. Funding will be detailed in the Consolidated Application.	Direct Instruction, Professional Learning, Academic Support Program	Tier 2	Getting Ready	08/01/2015	06/30/2019	$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. Funding will be detailed in the Consolidated Application.	Direct Instruction, Professional Learning, Academic Support Program	Tier 2		08/01/2015	06/30/2019	$0	Will L. Lee instructional staff

District Improvement Plan
Richmond Community Schools

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. Funding will be detailed in the 31a Program Report.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 3	Implement	09/01/2017	06/30/2019	$0	Literacy Coach, building principal, and curriculum director

Richmond Middle School

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. Funding will be detailed in the 31a Program Report.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2019	$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	06/30/2019	$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. Funding will be detailed in the 31a Program Report.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2019	$0	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. Funding will be detailed in the 31a Program Report.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	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	06/30/2019	$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. Funding will be detailed in the 31a Program Report.	Technology, Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2019	$0	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. Funding will be detailed in the 31a Program Report.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/30/2018	$0	Corrective Reading Trained Instructional Staff