



School Improvement Plan

Green Acres Elementary School

Warren Consolidated Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Green Acres has been involved annually with the NCA/Advanced Ed School Improvement Process. Our staff collaboratively participates in the comprehensive needs assessment during PLC and monthly staff meetings. Data reports are accessed either electronically or in paper form through Data Director, Data Manager, BAA, MI School Data, and PowerSchool. SIP strategies are monitored by the staff and monitoring logs have been created and are turned in for the SIP team to review. The school improvement team leads the analysis process during PLC meetings. The members of the school improvement team are involved in all aspects of the plan. School improvement meetings are held to provide opportunities for collaboration between staff, administration, and parents. The school improvement team used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process. During PLC meetings, the staff identified achievement gaps in the curriculum areas of math, reading, and writing for all students and sub groups with multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, demographic input. Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals, strategies, and activities were developed by the staff. The principal and grade level teacher representatives each took a portion of the plan to work on and gather data. Student achievement data that is gathered and analyzed; DRA scores, NWEA, grade level end of unit common assessments, beginning and end of year writing assessment, progress monitoring, and demographic data throughout the year during weekly Professional Learning Community (PLC) meetings. All staff was asked to analyze MSTEP data, MLPP, DRA2, District Common Assessments and individual grade level assessments during PLC times and provide written summaries. Surveys were also used to collect stakeholder feedback. Parent representative(s) are invited to be members of the School Improvement team by the SIP team. The principal explains the process for the SIP meetings during a phone conversation with each parent. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parent input is used when developing the compact, the parent involvement plan, parent involvement events, and creating the SIP plan. The SIP team will seek additional input regarding the school culture, curriculum, Title I program, specific parent concerns, technology, safety, and after-school activities from parents through surveys. This information will be gathered through surveys that were sent home as well as posted online.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The team examined school enrollment by grade and ethnicity/racial groups; attendance data by grade/race/ethnicity; discipline data--number of referrals and suspensions; and mobility trends.

Enrollment trends:

We discovered that while our overall enrollment has maintained since 2012, there has been an increase in the number of English language learners (147 students) as well as economically disadvantaged students (337 students).

Attendance trends:

Our average student attendance across all subgroups is 95.7% daily.

Discipline trends:

Referrals and suspensions remained a very low percentage. In 2016-2017 there were only 4 students suspended throughout the year. Referrals have also stayed to a minimum resulting with less than 10 for the school year.

Mobility trends:

There is some influx of students throughout the school year; approximately 9% incoming mobility and 5% transferring out of Green Acres Elementary.

The general conclusion shows that we continue to make progress in academic areas. Our scores continue to show students meeting growth expectations or exceeding growth expectations with state and district standards when looking at school data which includes MSTEP, NWEA, DRA2 and common assessment results. Stakeholder input continues to be positive.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Goal 1: Math: All students will continue to achieve at or above district and state standards in the area of Math.

This goal is connected to our priority needs and the needs assessment because our data shows that in the area of math problem solving there is a deficit based on achievement results on the NWEA, MSTEP, and common assessments. Specific sub groups with the largest gaps are: English Language Learners; 4th grade math, and 5th grade math.

Goal 2: Reading: Students will improve their DRA2 levels in reading which will increase comprehension and vocabulary in the areas of reading, math, science, and social studies.

This goal is connected to our priority needs and the needs assessment because our data shows that reading comprehension and academic vocabulary are areas of deficit based on achievement results: NWEA, MSTEP, DRA2, common assessment. Specific sub groups with the largest gaps are: English Language Learners; 3rd grade reading, 4th grade reading, and 5th grade reading.

Goal 3: Writing: All students will improve in written expression in language arts, math, science, and social studies.

This goal is connected to our priority needs and the needs assessment because our data shows that in written expression there are areas of deficit based on achievement results: MSTEP, district common assessment, and are supported by staff and parent concerns. Specific sub groups with the largest gaps are: English language Learners; 4th grade written expression 38% gap.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Our goals continue to focus on raising students achievement in the core academic areas. Based on our data we have a better understanding of how to prioritize and address these needs. The Tier I instruction will be utilized to implement instruction for all students while the Tier II interventions will address specific individual student needs and will focus on our ELL and economically disadvantaged students. Each goal has been clearly written to identify the needs of all students, the needs of disadvantaged students and the needs of students in particular sub-groups that are scoring lower than the norm. The goals are aligned with the conclusions drawn from the comprehensive needs assessment. Students identified as disadvantaged due to significant achievement gaps have been identified by their non-proficient status on MSTEP and NWEA and district writing assessment and one or more years below grade level on DRA2. The sub group most in need of support are English Language Learners.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The strategies used to help all students at Green Acres reach state standards are:

-Guided Reading is used as an instructional method so that students will read in small groups using books that are at their developmental level. Teachers will monitor guided reading levels throughout the year. Teachers will meet with guided reading groups 3 - 5 times per week, more if a student is below grade level.

-Differentiated instruction is used for all Tier I, Tier II, and Tier III students in both reading and math. Teachers will utilize guided reading groups to improve fluency, accuracy and comprehension there by increasing student reading levels.

-Teachers provide additional small group instruction in math when students are struggling with the content. Groups are fluid and monitored monthly.

-The ELL teacher and aid provide additional small group instruction to second language learners. Activities may include LLI instruction, Systematic Sight Word Instruction, (SSI), MONDO charts, use of the Oral Language Development Series, and/or written language development based on students' needs. These half hour blocks of intervention are above and beyond the regular language arts block and are meant to provide opportunities for additional language immersion for our ELL students.

KPALS - ELL teachers use KPALS with Kindergarten students to improve phonemic awareness as well as knowledge of letter names and sounds.

-Knowledge of basic math facts is encouraged so that students can recall facts quickly and accurately.

-Title I program: A highly qualified Title I teacher provides small group instruction to those students based on specific criteria set for reading and writing using Leveled Literacy Intervention and the Rewards program to support decoding, word recognition, and rate development strategies.

-Daily Five is used as a framework for Language arts delivery to allow teachers to work with small groups of students while the remainder of the class works independently on specific language arts activities.

-Thinking Maps are used with applicable lessons to promote better understanding of content being presented.

-MTSS (Tier I & Tier II) Teachers and support staff work together during PLC meeting times to identify students that are performing at Tier I and Tier II levels, and determine the support that will best benefit those Tier II students.

Writer's Workshop is incorporated into the Language Arts block of instruction in all classrooms. Lessons are taken from MAISA units and will align with the Common Core.

The district provides an Early Literacy Specialist to support 1st and 3rd Grade teachers and students.

The majority of teachers have been trained in Classroom Instruction that Works and implement components into their daily lessons.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Reading and Writing:

-Guided Reading is used as an instructional method so that students will read in small groups using books that are at their developmental level. Teachers will monitor guided reading levels throughout the year. Teachers will meet with guided reading groups 3 - 5 times per week, more if a student is below grade level.

- A highly qualified Title I teacher provides small group instruction, using Leveled Literacy Intervention to those students based on specific criteria set for reading and writing. Students meet 3 - 5 times per week for approximately 30 minutes above and beyond the classroom

guided reading block. LLI provides specific instruction in reading, word work and provides opportunities for students to demonstrate comprehension through writing. REWARDS supports upper level students with decoding strategies to help improve word recognition and fluency.

-The ELL teacher and aid also provide small group instruction to second language learners. Activities are based on students' needs and may include Leveled Literacy Intervention (LLI), Systematic Sight Word Instruction (SSI), MONDO Charts, or use of the Oral Language Development Series. These half hour blocks of intervention are above and beyond the regular language arts block and are meant to provide opportunities for additional language immersion for our ELL students.

-Daily Five is used as a framework for the 90 minute Language arts block to allow teachers to work with small groups of students while the remainder of the class works independently on specific language arts activities

Math:

-Teachers provide additional daily small group instruction in math following a whole group presentation when students are struggling with the content. Groups are fluid, based on students' classroom performance, and are monitored monthly.

Social Studies and Science:

From McRel's Classroom Instruction that Works, our strategy of using Thinking Maps will allow students to access science and social studies content through more than just the written word. Students will receive instruction that includes the use of pictures, charts, graphs, manipulatives, and/or graphic organizers. Qualitatively, students will interact with this content visually and concretely, prior to interacting with it textually and abstractly. This will enrich the educational experience for both at-risk students, and non-at-risk students as instruction becomes more visually oriented and concrete, in all content areas.

-MTSS (Tier I, Tier II & Tier III) Teachers and support staff work together during PLC meeting times to identify students that are performing at all Tiers, and determine the support that will best benefit students.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Research-based reform strategies are included in the MTSS program that Green Acres is currently implementing at the Tier I & Tier II levels. Such strategies include: LLI reading program, REWARDS, SSI, MONDO Charts, Oral Language Development Series, RAZ Kids, Close and Critical Reading, small group instruction, as well as guided reading and math instruction. These strategies align with the comprehensive needs assessment in that we are supporting student individual needs in the areas of reading and math. This also extends across all curriculum areas to include Social Studies and Science.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The strategies used to help all students at Green Acres reach state standards are:

-Guided Reading is used as an instructional method so that students will read in small groups using books that are at their developmental level. Teachers will monitor guided reading levels throughout the year. Teachers will meet with guided reading groups a minimum of 3 - 5 times per week, more if a student is below grade level.

-Differentiated instruction is used for all Tier I students in both reading and math. Teachers will utilize guided reading groups to improve fluency, accuracy and comprehension thereby increasing student reading levels.

- Teachers provide additional small group instruction in math when students are struggling with the content. Groups are fluid and monitored monthly.
 - The ELL teacher and aid provide additional small group instruction to second language learners. Activities may include LLI instruction, oral and/or written language development based on students' needs. These half hour blocks of intervention are above and beyond the regular language arts block and are meant to provide opportunities for additional language immersion for our ELL students.
 - Knowledge of basic math facts is encouraged so that students can recall facts quickly and accurately.
 - Title I program: A highly qualified Title I teacher provides small group instruction to those students based on specific criteria set for reading and writing.
 - Daily Five is used as a framework for Language arts delivery to allow teachers to work with small groups of students while the remainder of the class works independently on specific language arts activities.
 - Thinking Maps are used with applicable lessons to promote better understanding of content being presented. All Green Acres teachers attended Thinking Map training during three of our PLC sessions during the 2013-2014 school year and new teachers have been trained.
 - MTSS (Tier I, Tier II & Tier III) Teachers and support staff work together during PLC meeting times to identify students that are performing at Tier I and Tier II levels, and determine the support that will best benefit these students.
- Writer's Workshop is incorporated into the Language Arts block of instruction in all classrooms. Lessons are taken from MAISA units and will align with the Common Core.
- The Leveled Literacy Intervention program is used by the Title I and ELL teachers to support reading with Tier II students.
 - Title I uses the REWARDS program to support word recognition and fluency.
- KPALS - ELL teachers use KPALS with Kindergarten and first grade students to improve phonemic awareness as well as knowledge of letter names and sounds.

5. Describe how the school determines if these needs of students are being met.

Student data is monitored throughout the year during the PLC and MTSS process, grade-level meetings, and school improvement meetings. The building administrator, Title I staff, special education staff, and general education staff examine a variety of student-level data. Data Director reports are available which contain MSTEP, NWEA, DRA2, and district writing assessment data. This is supplemented with classroom grades accessible through power school. Data analysis is a regular part of PLC and MTSS meetings where intervention staff and general staff come together to determine any academic impact for students, and make adjustments for students as needed.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All paraprofessionals at Green Acres have met the criteria for "highly qualified". Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resources Department monitors the personnel files for accuracy.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All teachers at Green Acres have met the criteria for "highly qualified". Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resources Department monitors the personnel files for accuracy.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

There are 3 out of 38 teachers and/or support staff that are new to Green Acres. Many teachers bid into Green Acres and stay to finish out their teaching career. Turnovers are caused by retirement and/or surplussing by the district.

2. What is the experience level of key teaching and learning personnel?

The Green Acres staff has an average of 16 years of teaching experience. The average number of years that current teachers have been assigned to this school is 11 years.

Our staff at Green Acres consists of 38 teachers (20 classroom teachers, 9 allied arts teachers, and 9 support staff - ELL, Resource Room (2) and Title I (2), Teacher Consultant, Social Worker, Speech Pathologist

Of a staff of 38 teachers

5% have 0-5 years of experience

10% have 6-10 years of experience

16% have 11-15 years of experience

41% have 16-20 years of experience

28% have more than 20 years of experience

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

There is a great deal of cohesiveness among the staff. Grade levels work well as teams and there is tremendous support from the principal with regard to implementation of programs and activities. Sixty-eight percent of Green Acres teachers have spent the majority, if not all, of their WCS teaching careers at Green Acres.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Assurance Statement:

Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system which includes a Ventures Self Assessment and Ventures Interview results. Candidates who meet the job qualifications are selected and building principals determine the candidates for interview. An interview team will make recommendation for hire to the Human Resources Dept. and the Superintendent.

Warren Consolidated offers the following to attract prospective candidates:

SY 2017-2018

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School Improvement Plan

Green Acres Elementary School

- District Wide Accreditation by AdvancED
- Sixteen Blue Ribbon Schools (2 National Blue Ribbon Schools)
- District Mentoring System
- New Teacher Academy provided by Macomb Intermediate School District
- Curriculum Steering Committee and professional staff development funding for teachers
- Competitive salary and benefits package
- Classroom computer, interactive whiteboard projector system, MediaCast, and email system for each staff member
- Curriculum Specialists to support classroom teachers
- Positive School Climate-shared decision-making through the Professional Learning Communities (PLC) Model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy at (MISD), Teacher Union leadership
- Media centers with full-time media specialists in each building; distance learning programs
- Full-time Instructional Technology department and tech support
- Newly renovated schools
- District and School-level Professional Development opportunities

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Not applicable.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Warren Consolidated and the Green Acres administration fully supports and encourages teachers to attend continuous and ongoing professional development. We fully expect that this trend will continue into the 2017-18 school year. Teachers have indicated they would like more information regarding the M-STEP, additional suggestions of instructional strategies to support the Common Core in Language Arts and Math, MTSS strategies for Tiers II and III, and support in the area of Science. All staff will be provided continued instruction on Research Based Guided Reading Coaching. We continue to send untrained teaching staff to Curriculum Instruction that Works, a 3-day seminar presented by the MISD. Teachers will also continue to be trained in the next level of Add+Vantage at the MISD.

2. Describe how this professional learning is "sustained and ongoing."

By using the results of the Comprehensive Needs Assessment, a written professional development plan is created which identifies ongoing sustained professional development that is aligned to the goals, objectives, strategies, and school wide reform model. The School Improvement Committee will be selected by the staff of Green Acres along with a chairperson(s). The professional development decisions will be based on the schools goals, objectives, and budget. Professional learning is sustained and ongoing through PLC meetings, regularly scheduled staff meetings and the district's commitment to long term professional learning opportunities.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Yes, the Professional Development Plan is complete.	PD Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

In a joint effort between Green Acres and parents we collaborate to develop a parent involvement plan. The Title I teacher will hold a parent meeting in both the fall and the spring to discuss the Title I Parent/Student/Teacher Compact, Parent Involvement Plan, Additional opportunities provided by Title I funding and to have dialogue about program possibilities for the coming school year. A meeting was held in the Spring of 2017 to discuss the Title I services and concerns in regard to parental involvement at Green Acres. Discussion was held with regard to how parents want Title I funds used for activities in the 2017-2018 school year. Parents were also asked to share which format they prefer (ie. whole school vs. grade level activities) to encourage the greatest participation. Parental support will be provided to parents based on assessed needs and interest of the children. Workshops will be conducted at least 3 times yearly with reference to the parent/student/teacher compact. Fall and Spring conferences also provide an formal opportunity for parents and teachers to meet. Teachers continually communicate with parents and encourage parental feedback at Green Acres.

Green Acres communicates with parents through a variety of avenues and various languages which includes assisting parents to understand the state academic expectations and requirements. The ELL teacher assists with families that need to use the district's language line to translate. Written materials and brochures are available to parents in the school lobby. Title I events including kindergarten round up provide training for parents to better help assist their children at home.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

There are numerous activities provided throughout the year that provide parents opportunities to participate in activities with their child(ren) that support our School Improvement goals. Kindergarten Roundup, which provides parents with an overview of what to expect for their incoming kindergartner, is conducted in May and offers parents ideas to do over the summer to help prepare students for the expectations of kindergarten. Parents are provided materials that explain the common core. Title I sponsors at least three school wide events correlated to the curriculum to engage families in activities that help families become more familiar with the Common Core expectations. The entire Green Acres staff is responsible in supporting the improvement and implementation of parent involvement. Support staff are encouraged to attend and support parent involvement activities. The principal is responsible for ensuring adequate planning and release time, funds and promotion of the parent involvement activities and events.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

The plan is formally reviewed by stakeholders each spring using all four data measures (achievement, program/process, demographic and perception data). Parents are asked to complete a survey. Parent input is also solicited throughout the year at parent events, and other, more informal, meetings. Green Acres will continue to invite parents and community members to participate in the school improvement process through both written and collaborative aspects. Additionally, all stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Evaluation Meeting at which time all relevant data is shared with parents, in an understandable and accessible format, in order to fully inform them of the current status of the plan. Using feedback from this meeting, as well as all data examined throughout the year from all four sources, the SIP team, including parent members, will consider all stakeholder ideas when updating the plan for the new school year.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes, our school has a Title I Parent Involvement Policy that addresses how the school carries out the required activities of ESEA section 1118 (c) thorough (f).	Parent Involvement Policy 17-18

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

The entire Green Acres staff are responsible in supporting the improvement and implementation of parent involvement. All support staff attend and support parent involvement activities. The principal is responsible for ensuring adequate planning and release time, funds and promotion of the parent involvement activities and events. Fall and Spring Title 1 parent meetings provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators. The district webpage provides a video on understanding the new cut scores; "Parent Portal" information allows parents log-in to check student attendance, overall grades, and class grade progress for students in grades 3 - 5. The Green Acres webpage contains a link to parent resources available through various websites. The district website offers content-specific video tutorial sites in other languages; our Kindergarten Roundup program provides training and materials on reading to young children. WCS provides information to parents in a variety of formats to meet the needs of our diverse population. In addition, interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. The district also uses Language Line, real-time translator phone service. Included on the district webpage are video tutorials for accessing the service, and the site is translatable by selecting a language scrolled at the bottom. To provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled with flexibility; including before and after school, and during prep periods to accommodate parent schedules. Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services. All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families have transportation resources upon request.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The school's plan will be evaluated by parents through several measures. Parents will be encouraged to complete surveys regarding the program and its implementation. In addition, parents will be asked to complete additional surveys during other school events such as Family Parent Involvement Nights, and parent/teacher conferences. The results will be used by the school and parent group to revise and improve the school's plan. The updated plan will be shared at a Title I and PTO meeting in the fall. During the Spring Title I Evaluation meetings (in addition to the review of all four data sets), the parent plan and compact are reviewed by parents. The achievement, demographic, program and perception data being reviewed simultaneously with parent involvement components allows parents to have a voice in evaluating the current program, and request/plan for revisions of the parent components for the following year. This is one of two formal occasions that parents are asked to identify their needs relative to supporting the academic success of their students. These times are the Spring Evaluation meeting, and the Fall Title I Informational meeting. This is combined with the perception data/feedback parents provide throughout the year regarding parent activities and needs (via surveys following each parent event, and planning meetings for future parent events). This data is compiled by the School Improvement Team (of which parents are also members) and used to revise the parent programming, plan, and

compact, as well.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The principal, staff, and School Improvement Team will evaluate participation levels, parental input and survey results with regard to Title I and other parental involvement programs. This information will be used to guide planning based on the changing needs of the school community.

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

Each year the school-parent compact is evaluated from the year before by the principal, Title I teacher, and the School Improvement team. It is reviewed at the Fall and Spring Title I meetings and parent input is requested and considered. We worked with our SIP team and SIP parent representative to get feedback and suggestions as to what we can do in future years to continue to be in compliance with this compact. Changes are made based on the current year's school improvement plan and academic goals. A tri-fold pamphlet is made to be more user friendly for families to read. The pamphlets are given out at Meet the Teacher Night in September. All parties are asked to sign the compact. Parents are encouraged to ask questions regarding the compact. The compacts are updated yearly to reflect the current academic school year.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The compact is shared with parents and students at Meet the Teacher Night in September. All parties are asked to sign the compact. Staff reviews the compact at Fall Parent-Teachers Conferences in November while meeting with parents.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Not Applicable

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Title I Compact 17-18

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available, on an as needed basis, to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use. NWEA assessment results are explained in parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" SY 2017-2018

section of our district web page. Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/non-academic language.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Warren Consolidated Schools provides a number of programs for preschoolers including Head Start, Great Start Readiness Program (World of Fours), traditional pre-school and ECSE at Hatherly Educational Center and in select elementary schools throughout the district. Speech services are provided at select locations as well. Green Acres does not house any preschool programs at this time. A district-level informational meeting is held on two evenings. Parents are invited through district mailings and through pre-school programs. Building level kindergarten round-up events occur each spring. All kindergarten registration information is available on the district webpage and in elementary school offices. Registration is available daily and scheduled evening dates at the Administration Building. Interpreters are available to assist non-English speaking families.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Currently Green Acres is not running a pre-school program due to insufficient classroom space. However, during the month of August, we will be inviting the incoming kindergartners and their parents in for a program to support the beginning of the school year transition. Green Acres does a kindergarten orientation, where pre-school students are invited to spend time in our kindergarten classrooms listening to stories and participating in activities and projects. Parents who attend kindergarten round-up are informed about kindergarten curriculum and meet with the school speech and language therapist, district nurse, district bus drivers, and members of the school PTO. At this time they are given a backpack provided by the MISD containing magnetic letters, writing utensils, a journal, a book, scissors, lacing cards and other kindergarten preparatory materials. In August the kindergartners are invited to "Popsicles with the Principal." The students come in to find out who their teacher is and visit the classroom. Early childhood grants, Head Start and Great Start Readiness Program (WCS World of Fours Program), provide 10 classrooms of free, quality preschool programs to children across the district. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff. Additionally, WCS also offers family-paid pre-school opportunities to those families that do not qualify for Head Start or Great Start Readiness programming, which also include parent involvement activities throughout the year to support a successful transition to kindergarten. More formally, a district-level informational meeting is held on two evenings for parents of incoming kindergartners. Parents are invited through district mailings and through pre-school programs. Building level Kindergarten round-up events occur each spring after the informational meetings. Our district also offers literacy and oral language training in the spring of each year to preschool parents to support successful summer to fall transitions to kindergarten.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers provide input into school based assessment decisions during PLC, quarterly grade level MTSS meetings, grade level and staff meetings. Grade level teachers work together to create common math assessments that will be given at the end of each trimester to determine if students have attained content expectations. They work collaboratively with their teams to determine types of assessments to be used to monitor student learning, identify students for Tier II/III interventions, create flexible small groups for individualized instruction/re-teaching. Decisions about curriculum, instruction, and assessments are made with the help of all stakeholders here at Green Acres. WCS leadership has given the school administration and teachers the authority to have input into the decisions regarding the use of school-based academic assessments. Throughout the PLC process, approved by the district eight years ago, staff are given time to meet to discuss and make decisions at PLC meetings. All teams meet twice monthly for PLC meeting and focus on increasing student achievement and/or receive professional development pertaining to student achievement. Staff also has a two weekly common prep times (40 minutes) to collaborate on student needs. Other opportunities for teacher participation in making assessment decisions come from participating on various curriculum committees within WCS.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers analyze student achievement data individually and collectively during PLC, common prep times, grade level MTSS meetings and staff meetings. All staff has direct access to Data Director, the district data warehouse system, to pull a variety of reports including class aggregate reports, item analysis reports, individual analysis reports etc. Through analysis and discussion, teachers identify deficit areas which require re-teaching, Tier II and Tier III intervention support. Child Study teams also review the data to determine additional intervention needs or possible testing for special education services.

Green Acres staff analyze student achievement data using Data Director, DRA2, MSTEP, NWEA results and district common assessment results during PLC and SIP meetings, district level curriculum development meetings and district level professional development workshops. Teacher and administrator representatives participate in the District Improvement Team. Based on discussion of the data trends and item analysis, staff develops or refines strategies using formative and summative assessments to drive instruction which will improve student achievement.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Green Acres Elementary uses a specific set of criteria to identify those students who are at risk of not meeting state or district standards.

Reading: Students who fall at least one year below grade level

Grades K-2: MLPP in K; DRA2-ongoing/monthly

Grades 3-5: MSTEP, NWEA, Progress monitoring through DRA2; and given extra support as needed

Writing: Students who score in the 3 or 4 level as indicated by scores on the District Writing Rubric, Grades K-5: District Writing Assessment, minimally, 2 times per year. Also, teacher observation, parent input, attendance and behavioral issues are used as part of the criteria to identify at-risk students.

Math: Grade level common assessment data. Students who score in the bottom 30th percentile on standardized tests such as NWEA are targeted for Tier II differentiated instruction in the classroom.

Science and Social Studies support is embedded in the areas of reading and writing.

Teachers maintain and turn in monthly monitoring logs for Guided Reading. Based on DRA2 scores, common assessments, standardized test scores, teacher observations, grade level MTSS meetings and collaboration between classroom teachers and Tier II and Tier III support staff, additional interventions are adjusted as needed.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who do not make gains with class room interventions and fall into the at-risk category using the indicators listed above qualify for Title I and/or Language Acquisition support. Interventions such as "double dipping" for guided reading and writing are used with these students. These interventions occur in small groups with intense, targeted and research-based strategies aimed at specific deficit areas at the students' instructional level using Leveled Literacy Intervention. Groups are typically scheduled to meet for intervention 3 - 5 times per week for approximately 30 minutes. Adjustments are made for students who do not make gains with the above listed interventions. The child study team meets to discuss alternative interventions. The student may be recommended to receive services from the teacher consultant. Students who still show no progress may then be recommended for academic or other assessment by the Green Acres' Child Study Team which consists of regular education staff, the Special Education Team, and Administration.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

The content is presented in a variety of ways based on differentiated instructional strategies for all students. Strategies such as center based literacy blocks, guided reading, writing and math groups, math journals, peer tutoring, flexible groupings, hands on learning activities, modified assignments, multi-sensory activities, Daily Five, Jan Richardson, center-based activities, thematic activities, and an inquiry based science program, address students' individual needs in the classroom.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Our Title I teacher provides supplemental and timely instructional support to students during the school day. Title I staff work collaboratively with general education staff during meetings to monitor and support students in meeting school wide goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the school wide SIP program.

Title IIa funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Balanced Literacy, job embedded guided reading coaching support, and diagnostic assessment learning (DRA2). Additionally, our school receives an annual general fund allocation to support school improvement activities.

Early childhood Federal and State grants, Head Start and Great Start Readiness Program (WCS World of Fours Program), provide 10 classrooms of free, quality preschool programs. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff.

Federal Grant, Title III, provides supplemental instructional support, in the form of extended day and year programming, to eligible students. Additionally, family resource assistants work directly with ELL families at meetings and by phone to support parents as they learn about the American School system, and our school works with the district's Department of Language Acquisition to plan and participate in after school/summer programs to support ELL students. Title III is also used to provide additional professional development to staff in meeting the needs of English Language Learners in the classroom.

Federal grant, IDEA provides quality early childhood special education programs Building-level budgets also provide resources for additional instructional materials. Blessings in a Backpack, is a district initiative whereby staff and community volunteers provide weekend backpacks of food for more than 300 eligible students. This program is supported 100% by donations.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Green Acres will utilize Title I funds as follows to implement our SIP plan:

- Title I funds provides for a Title I teacher(s)
- Title I funds provide for parent training and parent involvement activities
- Title I funds provide for teacher training to meet SIP goals
- Title I funds provide for after school activities for at risk students
- Title I funds provide for supplemental materials for at risk students including but not limited to electronic subscriptions (RAZ Kids)
- Title I funds provide for field trip experiences for at risk students
- Title I funds provide for Weekly Readers and/or other current events publications to enhance social studies lessons

1. Comprehensive Needs Assessment:

General Fund -

- Professional Learning Community meetings; SIP Team meetings

2. School wide Reform Strategies:

General Fund -

- Professional Learning Communities model of school improvement (based on the work of Richard DuFour)

Title I A -

- Specific Title I strategies for the building

3. Highly Qualified Staff

4. Attract and Retain Highly Qualified Staff:

General Fund -

- All staff (teacher and paraprofessionals meet the criteria for Highly Qualified
- District/School level mentoring system
- New teacher academy provided by the Macomb Intermediate School District (MISD)
- Curriculum Steering Committees
- Competitive Salary and Benefits package
- Classroom computer, e-mail system, interactive white boards in all classrooms
- Curriculum specialists to support classroom teachers
- Positive School Climate - shared decision making through the PLC model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committee, PBS Committee, Teacher Leader Academy (MISD)
- Staffed media centers; distance learning capabilities, building WIFI
- Full time Instructional Technology Department

5. Professional Development:

General Fund -

- Curriculum Steering Committee funding opportunities available for Staff to Apply to various Professional Learning Opportunities

General Fund and Title II -

- District level professional development in core areas (writers workshop, guided reading, DRA2, science, math, social studies, Data Director, Differentiated Instruction, Classroom Instruction that Works, MTSS

Title II -

- PLC and School Improvement Training

Title III

- Differentiated Instruction for ELLs
- Oral Language Development (and assessment)
- Writing
- SIOP (Sheltered Instruction Observational Protocol)

Title I -

- Professional Development for Title I Staff in Parent and Community Relationships (Joyce Epstein Model)
- Differentiated Instruction
- Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)
- Math Intervention Strategies

-MTSS Professional Development

6. Parental Involvement:

- District webpage with parent education sites; translation available in major languages
- ELL Tutor/translators available for parent meetings/communication
- ELL Parent Advisory Committee (meet 3x/year)
- ELL Parent Involvement Meetings (6-8x/year at different schools)
- ESL Classes through Community Services
- ELL Parent Education DVDs
- "Language Line", on-demand interpretation service via phone system
- Spring and Fall Parent-Teacher Conferences
- "Powerschool" Program: online progress reports, lesson plans and grade book; Parent Portal
- Automated Phone Fan-out system;

Title I -

- Fall Title I Meeting and Parent-School Compact and Building Plan Review
 - Spring Title I Evaluation Meeting
 - Parent Focus / Survey Groups
 - Joyce Epstein's Model of Parent Involvement training for building administrators and Title I staff
- Volunteer/Community Services -
- Parent participation in School Improvement Process and Title I Evaluation;
 - IEP meetings for Special Education students
 - Classroom/media center volunteers/field trip/camp supervision;
 - PTO/Boosters membership (school and district level)
 - District American Education Week Poster Contest;
 - Warren Consolidated Schools Health Advisory Committee and District PTO Leadership; District School Improvement Team

7. Preschool Transition:

Title I, IDEA, General Fund -

- PLC meetings with Kindergarten and Pre-School, GSRP and ECSE (early childhood special education) staff
- Kindergarten Orientations

GSRP -

- World of Fours - preschool program for at-risk students

8. Assessment Decisions:

General Fund -

- Professional Learning Community meetings
- SIP Team meetings
- District Curriculum/Assessment Committees

9. Timely & Additional Assistance:

Title I, Title III, General Fund -

- Title I Teachers
- Title I Aides;
- Intervention Specialist;

- Before/After-school Tutoring/Extended Programs
- Summer School Program (including, elementary level instructional DVDs in reading)
- Language Acquisition teachers, aides and counselors
- Family Resource Assistant

General Fund -

- Genessee ISD Program GEN NET

General Fund, IDEA -

- Resource Room Teachers
- Teacher Consultants

General Fund, Sec. 107/WIA Core Grants -

- Adult ESL Program

10. Coordination & Integration of Federal, State & Local Resources:

Title I, General Fund -

- Administrator of State and Federal Programs
- Central Office Administrators
- Building Staff

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Green Acres coordinates programming with local law enforcement, the local fire department (Fire Safety), local community health, the public library, and the City of Warren Parks and Recreation Department. Green Acres has a nutritional program which allows qualified students to receive free or reduced breakfast and lunch.

Our Department of Nutrition Services provides Federally subsidized nutritious breakfast, lunch, and after school snacks during the school year and in the summer at no or low cost to eligible students.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff uses data from multiple sources--MSTEP, NWEA, District and Building Common Assessments, and staff, parent and student perceptual and implementation surveys, to determine the level of progress being made on the school goals during our PLC meetings. Implementation of instructional strategies is monitored by the SIP team on a regular basis through a review of monitoring logs to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction. At-risk students will be monitored by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

Our school annually evaluates the implementation of our SIP through the continuous cycle model of AdvancED. The staff uses data from multiple sources; MSTEP, NWEA, common assessments, DRA2, and staff/parent/student surveys, to determine the level of progress being made on the school goals. Also during our PLC meetings data is evaluated to determine the success of the School Improvement Plan.

The SIP team meets to review and revise the plan as needed. All stakeholders serving on the SIP team attend the SIP meetings and provide valuable input regarding student and family needs. Families are updated monthly on our progress through our school newsletter, website, and at PTO meetings. Quarterly progress reports will be submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The analysis from the quarterly reports will be the basis for adjustments made to the school improvement plan.

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff use data from multiple sources-- MSTEP, NWEA, District and Building Common Assessments, and staff, parent and student perceptual and implementation surveys and focus groups to determine the level of progress being made on the school goals during our PLC meetings. Implementation of instructional strategies is monitored by the SIP team on a regular basis through a review of lesson plans and questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At risk students will be monitored by the intervention staff or classroom teacher to determine the appropriateness and effectiveness of interventions utilized.

The final evaluation submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, prior to the end of the school year, addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

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

Periodic monitoring reports are submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The final year-end evaluation report, also submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, will include data from multiple

sources, MSTEP, NWEA, District and Building Common Assessments as well as staff, parent, and student perception surveys.

Through the evaluation process, stakeholders, which include parents, have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year during school improvement meetings and also by attending a Title I Spring Evaluation Meeting. The SIP team will review all data, including academic impact data, and consider all ideas during this evaluation process, updating the plan for the new school year. The final evaluation addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

The Green Acres staff uses data from multiple sources--MSTEP, NWEA, DRA2, District and Building Common Assessments, as well as staff, parent and student perceptual and implementation surveys to evaluate the results achieved by the school-wide program during our PLC meetings.

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

Through Data Director, we have the ability to monitor progress of groups of students relative to all of the achievement data housed in the system (MSTEP, NWEA, District and Building Common Assessments). These reports are used by staff at PLC meetings, as well as the school improvement team during the final program evaluation process. Beginning of the year data is examined together with end of year data in order to determine growth and academic impact. Additionally, at risk students will be monitored a minimum of eight times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized. The results of this progress monitoring process is also used within the final evaluation process (completed by the school improvement team, of which parents are members, following the Title I Spring Evaluation Meeting to which all parents are invited) in order to fully answer questions of academic impact, strategy selection and implementation, as outlined in the MDE's Program Evaluation Tool.

Bi-annual progress reports will be submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The analysis from these reports will be the basis for adjustments made to the school improvement plan.

In addition to the analysis of the various types of achievement data, the effectiveness of the plan will be reviewed by our stakeholders in the Spring using all four measures of data (achievement, program/process, perception, and demographic). Stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Review meeting. The SIP team will consider all ideas when updating the plan for the new school year. The SIP team meets to review and revise the plan as needed. Data from the formative and summative assessments such as: grade level common assessments, MSTEP, NWEA, WIDA, are used in assessing the areas of improvement and areas of need within the school improvement plan. In Data Director we can break down the data collection to identify individual improvements of student achievement and use this information to drive classroom instruction. This data also shows which students are making progress in the academic areas of concern. Stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Review meeting. The SIP team will consider all ideas when updating the plan for the new school year.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The SIP team meets to review and revise the plan as needed based on the four measures of data, and any progress monitoring data collected at that time. Parents serving on the SIP team and Parent-Teacher Organization (PTO) attend the SIP meetings, as well as the Title I Spring Evaluation Meeting, and provide valuable input regarding student and family needs. Families are updated monthly on our progress through our school newsletter, website and at PTO meetings, and are encouraged to provide feedback which is documented and maintained by the school improvement team. All four types of data are examined during the evaluation and revision process, and revisions to the plan are made by the team. The revised School Improvement Plan is then submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs at the conclusion of each school year via the ASSIST platform.

2017-2018 School Improvement Plan

Overview

Plan Name

2017-2018 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will continue to achieve at or above District and State Standards in the area of math.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$3100
2	Students will improve their DRA2 levels in reading which will increase comprehension and academic vocabulary in the areas of reading, math, science, and social studies.	Objectives: 2 Strategies: 5 Activities: 30	Academic	\$176500
3	All Students at Green Acres Elementary School will improve written expression in language arts, math, science and social studies.	Objectives: 1 Strategies: 3 Activities: 17	Academic	\$18100
4	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: All students will continue to achieve at or above District and State Standards in the area of math.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in computation in Mathematics by 06/30/2022 as measured by State assessment..

Strategy 1:

Differentiated Instruction - Teachers in grades K-5 will provide differentiated instruction to support individual math needs. Tier 2 and Tier 3 students will receive additional differentiated instruction in small groups with the Title I teacher, TC and/or resource room teacher as needed.

Category: Mathematics

Research Cited: Ellis, E.S. and Worthington, L.A. (1994). Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon: Technical Report No. 5 National Center to Improve the Tools of Educators.

Cobble, J.E., Daggett, W.R., and Gertel, S.J. (2007). Ther Environment of the Struggling Learner. 1-5.

Research shows that when students are taught at their ability level they make greater gains. Small group instruction supports academic growth.

Tier: Tier 2

Activity - Monitoring and Evaluating Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize a monthly monitoring log to monitor students receiving small group support. Teachers will evaluate how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Evaluation	Tier 1	Evaluate	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Supplies Needed for Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$500	Title I Part A, General Fund	All Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will attend Professional Development workshops, in-services along with training during PLC time pertaining to the needs of our Tier 2 and Tier 3 students with the major emphasis on facilitating math workshop in order to improve student achievement in math for all students.	Professional Learning	Tier 2	Implement	08/28/2017	06/15/2018	\$500	General Fund	Administration Building Stacey Leavell All Green Acres Staff
Activity - Additional Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, Title I teachers and/or the Title I paraprofessional, TC and/or Resource Room Teacher will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Title I Part A	Classroom Teachers Title I Teachers Title I Paraprofessional TC Resource Room Teacher
Activity - Schoolwide Math Game Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres parents and students will be invited to come in and learn how to play a variety of math games to enhance basic skills and problem solving.	Parent Involvement	Tier 1	Implement	08/28/2017	06/15/2018	\$500	Title I Part A, General Fund	All staff Stacey Leavell, Principal
Activity - Schoolwide Title 1 Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres parents and students are invited to an evening of math instruction to increase skills related to the Math Common Core at each grade level. They will also receive a packet of activities as well as supplies needed to support students at home..	Parent Involvement	Tier 1	Implement	09/05/2017	06/15/2018	\$500	General Fund, Title I Part A	all staff Stacey Leavell, Principal
Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use math journals to support students with identifying problem solving strategies.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$100	General Fund	Instructional staff

Strategy 2:

Instruction in Small Groups - Classroom teachers, Title I teacher/aide, Language Acquisition Teacher/aide, TC and or resource room teacher will provide small group math instruction for any Tier 2 and Tier 3 students needing additional learning time.

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Category: Mathematics

Research Cited: Best Practice for Teaching and Learning In America's Schools by Zemelman, Daniels, and Hyde 1998.

Making Content Comprehensible for English Learners by Echevarria, Vogt, and Short 2004.

Enhancing Student Achievement - A Framework for School Improvement by Danielson in 2002.

Research shows that students make gains when taught by highly qualified teachers in small group settings.

Tier: Tier 2

Activity - Monitoring and Evaluating small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor and evaluate the effectiveness of small group instruction on student achievement through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers as well as Title I teachers/paraprofessional, Language Acquisition Teacher/Paraprofessionals, TC and Resource Room teacher to provide small group instruction at students ability level.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$500	Title I Part A, General Fund	K-5 Teachers Title I Teachers Title I Paraprofessionals Language Acquisition Teacher Language Acquisition Paraprofessional TC Resource Room Teacher

Activity - Supplies Needed for Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work and independent work as need for small group instruction.	Materials	Tier 2	Implement	09/05/2017	06/15/2018	\$500	General Fund, Title I Part A	All Staff

Goal 2: Students will improve their DRA2 levels in reading which will increase comprehension and academic vocabulary in the areas of reading, math, science, and social studies.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/30/2022 as measured by State assessment..

(shared) Strategy 1:

Daily 5 - Teachers utilize the Daily 5 structure to allow more time to do guided reading with individual students and small groups.

Category: English/Language Arts

Research Cited: Boushey, Gail and Moser, Joan. 2006. The Daily Five: Fostering Literacy Independence in the Elementary Grades / Edition 1. Stenhouse Publishers.

Research indicates that guided reading supports growth in students' reading ability. Students need to have access to material and instruction at their specific reading level.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued instructional support for implementing the Daily 5 structure into the elementary classroom.	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2018	\$1000	General Fund, Title I Part A	Curriculum specialists (Administration Building) Stacey Leavell, principal staff

Activity - Evaluation of Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Evaluation	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	No Funding Required	All Staff

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Activity - Monitoring the Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the Daily Five logs, student observation, tests and district writing assessment.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Supplies for Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds. Also use the to pay for fees to support the program.	Materials	Tier 1	Implement	08/28/2017	06/29/2018	\$4500	General Fund, Title I Part A	All Staff

(shared) Strategy 2:

Guided Reading - Teachers will provide small group direct instruction in guided reading using leveled readers in all K-5 classrooms, including Tier 2 and Tier 3, students performing on grade level and our accelerated students 3 times a week for at least 15 minutes per group. Tier 2 and Tier 3 students will receive small group direct instruction in the classroom along with additional small group instruction with the Title I teacher approximately 3-5 days a week for 30 minute sessions.

Category:

Research Cited: Iaquinta, Antia. Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction." Early Childhood Education Journal. 33.6 (2006): 413-418

Founas, Irene and Gay Su Pinnell. 1996. Guided Reading: Good First Teaching for All Children. Portsmouth, NH:Heinemann.

Research indicates that direct reading instruction for a minimum of 3 times per week helps to support growth in reading skills. Tier 1 and Tier 2 students benefit from direct instruction 3 to 5 days per week.

Tier: Tier 1

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

Green Acres Elementary School

Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre and guided reading lessons for teachers and teachers will have the opportunity to observe peers during guided reading instruction. Continue professional development to support teaching the Common Core. As a staff, beginning in the fall of 2016, we will have a book study use "The Reading Strategies Book; Your Everything Guide to Developing Skilled Readers".	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2018	\$1500	Title I Part A	Administrators Building Curriculum Specialists Stacey Leavell All Green Acres Staff
Activity - Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Green Acres teachers will provide an introduction to Raz Kids as well as other activities to help parents support reading and comprehension at home.	Parent Involvement	Tier 1		09/05/2017	01/31/2018	\$500	General Fund, Title I Part A	Stacey Leavell, principal Classroom Teachers and support staff
Activity - Title I Teacher Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres has a full-time Title I Intervention teacher. The teacher services Tier 2 and Tier 3 students in grades K-5 reading and writing. Groups are assessed every 10 weeks and students within these groups may be changed based on academic gains and needs.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$135000	Title I Part A	Title I Teacher Title I Paraprofessional
Activity - Evaluation of Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2017	06/01/2018	\$0	No Funding Required	All Staff
Activity - Monitoring Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor guided reading levels through student observation, daily work, quizzes, tests, DRA 2 levels, and common assessments.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff

School Improvement Plan

Green Acres Elementary School

Activity - Supplies Needed for Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase tablets, read-aloud books, picture books, rolling carts, independent books and any other additional materials needed for independent work, center activities, and small group work while students are engaged in guided reading. as well as fees to support the program.	Materials	Tier 1	Implement	08/01/2017	06/30/2018	\$12500	Title I Part A, General Fund	All Staff
Activity - Language Acquisition Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Acquisition teacher and aide will provide small group guided reading additional support in the area of language arts to Tier 2 and Tier 3 students identified as having English as a second language.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$0	Other	Language Acquisition Teacher and aide
Activity - Research Based Guided Reading Coaching.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive direct instruction on Research Based Guided Reading Coaching.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$3000	Title I Part A	Stacey Leavell
Activity - Content Area Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use informational texts from the literacy library with all students to build academic vocabulary in the areas of math, science and social studies.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	General Fund	All staff

(shared) Strategy 3:

MTSS - K-5 teachers, Title I teacher, and Language Acquisition teachers, and ELL Paraprofessional will provide additional reading support to students who are Tier 2 and Tier 3 and in need of receiving additional individualized reading support.

Category: Learning Support Systems

Research Cited: Responsiveness to Intervention: A Blueprint for Practitioners, Policymakers, and Parents in Teaching Exceptional Children. Fuchs, Douglas, Lynn S. Fuchs. (2001)

Response to Instruction in the Identification of Learning Disabilities: A Guide for School Teams. Kovalski, Joseph & David P. Prasse. (2004) Published in NASP Communique, 32 (5).

Early Warning System. Lyon, G. Reid Lyon and Jack Fletcher. (2001)

Research shows that students who are at risk benefit from small group instruction from highly qualified teachers. Tier 2 and Tier 3 students benefit from individual or small group support.

Tier: Tier 1

School Improvement Plan

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Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres staff will create and begin implementation of a systematic behavior plan for all students K-5.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$1000	Title I Part A	Stacey Leavell
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Teacher, Language Acquisition Teacher and Language Acquisition paraprofessional will provide individualized small group instruction for students at risk using LLI.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$4000	General Fund, Title I Part A	Title I Teacher Language Acquisition Teacher and/or Language Acquisition Paraprofessional
Activity - Evaluation of MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of MTSS as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Professional Development/Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in differentiated instruction for Tier 2 and 3 students from district curriculum specialists and or outside conferences. A minimum of 3 teachers will be trained in Classroom Instruction that Works.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$2000	General Fund	Stacey Leavell Principal
Activity - Supplies Needed for MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials as needed to use with children during the implementation MTSS.	Materials	Tier 2	Implement	08/01/2017	06/30/2018	\$1000	General Fund, Title I Part A	All Staff
Activity - Monitoring MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Staff will monitor the students progress with the MTSS through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Research Based Guided Reading Coaching.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided instruction on Research Based Guided Reading Coaching by Toni Hall.	Professional Learning	Tier 2	Implement	09/05/2017	06/15/2018	\$3000	Title I Part A	Stacey Leavell
Activity - Classroom Instruction that Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets, provide feedback and cooperative learning with daily lessons.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$1000	General Fund	Stacey Leavell specified staff
Activity - Reading A-Z/Raz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I students that work with the Title I teacher on a regular basis, ELL students that work with the Language Acquisition teacher on a regular basis, and resource room students will have access to RAZ Kids. All teachers in Grades K-2 as well as teachers in grades 3-5 who request student support will be able to access Reading A-Z to support learners at all Tiers in the classroom.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$3000	Title I Part A	Stacey Leavell Title I Teacher Language Acquisition Teacher Resource Room Teacher classroom teachers

Strategy 4:

Thinking Maps - Teachers use the Thinking Map graphic organizers to increase comprehension and organize information in all content areas.

Category:

Research Cited: Hyerle, David and Yeager, Chris. 2007. Thinking Maps: A Language for Learning. Thinking Maps, Inc. North Carolina.

Research shows that graphic organizers help students to organize ideas to better comprehend informational text.

Tier:

School Improvement Plan

Green Acres Elementary School

Activity - Thinking Maps Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers to Green Acres will be offered training on using Thinking Maps to reinforce student learning and increase comprehension. We will also revisit types of thinking maps and how they are being used in the classroom.	Direct Instruction	Tier 1	Implement	09/26/2016	06/15/2018	\$250	General Fund	Stacey Leavell Green Acres Staff Curriculum Specialists MISD
Activity - Evaluation of Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC time to analyze, review, and discuss the effectiveness of Thinking Maps to improve student comprehension in curriculum areas to include Language Arts, Math, Science and Social Studies.	Evaluation	Tier 1	Evaluate	08/28/2017	06/01/2018	\$0	No Funding Required	All Staff
Activity - Monitoring Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the effectiveness of thinking maps through student observations, daily work, quizzes, tests, and common assessments.	Monitor		Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Supplies Needed for Teaching Using Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials needed for teachers to use Thinking Maps with students during small and whole group instruction.	Materials	Tier 1	Implement	08/01/2017	06/30/2018	\$1000	Title I Part A, General Fund	New Staff that receive Thinking Map training Stacey Leavell
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps on line professional development that will allow teachers to dig deeper into the use of thinking maps in everyday instruction.	Professional Learning	Tier 2		08/28/2017	06/15/2018	\$2000	General Fund	Stacey Leavell Jean Schachermeyer All Staff

School Improvement Plan

Green Acres Elementary School

Strategy 5:

Close and Critical Reading - Teachers will use close and critical reading strategies to reinforce student learning and increase comprehension.

Category: English/Language Arts

Research Cited: Chang, Sandy, Heritage, Margaret, Jones, Barbara, and Tobiason, Glory. 2014. Supporting Students in Close Reading. University of California, Los Angeles.

Tier: Tier 1

Activity - Monitoring Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the effectiveness of close and critical reading through students observations, daily work, quizzes, tests, and common assessments.	Direct Instruction	Tier 3	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff
Activity - Evaluation of Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common prep time to analyze, review, and discuss the effectiveness of Close and Critical Reading to improve student comprehension.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Close and Critical Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Teachers to Green Acres will be offered training on using close and critical reading to reinforce student learning and increase comprehension.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$250	General Fund	Stacey Leavell Green Acres Staff Curriculum Specialists MISD

Measurable Objective 2:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency academic vocabulary in English Language Arts by 06/30/2022 as measured by State assessment.

(shared) Strategy 1:

Daily 5 - Teachers utilize the Daily 5 structure to allow more time to do guided reading with individual students and small groups.

Category: English/Language Arts

Research Cited: Boushey, Gail and Moser, Joan. 2006. The Daily Five: Fostering Literacy Independence in the Elementary Grades / Edition 1. Stenhouse Publishers.

School Improvement Plan

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Research indicates that guided reading supports growth in students' reading ability. Students need to have access to material and instruction at their specific reading level.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued instructional support for implementing the Daily 5 structure into the elementary classroom.	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2018	\$1000	Title I Part A, General Fund	Curriculum specialists (Administration Building) Stacey Leavell, principal staff
Activity - Evaluation of Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Evaluation	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Monitoring the Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the Daily Five logs, student observation, tests and district writing assessment.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Supplies for Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds. Also use the to pay for fees to support the program.	Materials	Tier 1	Implement	08/28/2017	06/29/2018	\$4500	Title I Part A, General Fund	All Staff

(shared) Strategy 2:

Guided Reading - Teachers will provide small group direct instruction in guided reading using leveled readers in all K-5 classrooms, including Tier 2 and Tier 3, students performing on grade level and our accelerated students 3 times a week for at least 15 minutes per group. Tier 2 and Tier 3 students will receive small group direct instruction in the classroom along with additional small group instruction with the Title I teacher approximately 3-5 days a week for 30 minute sessions.

School Improvement Plan

Green Acres Elementary School

Category:

Research Cited: Iaquinta, Antia. Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction." Early Childhood Education Journal. 33.6 (2006): 413-418

Founas, Irene and Gay Su Pinnell. 1996. Guided Reading: Good First Teaching for All Children. Portsmouth, NH:Heinemann.

Research indicates that direct reading instruction for a minimum of 3 times per week helps to support growth in reading skills. Tier 1 and Tier 2 students benefit from direct instruction 3 to 5 days per week.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre and guided reading lessons for teachers and teachers will have the opportunity to observe peers during guided reading instruction. Continue professional development to support teaching the Common Core.</p> <p>As a staff, beginning in the fall of 2016, we will have a book study use "The Reading Strategies Book; Your Everything Guide to Developing Skilled Readers".</p>	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2018	\$1500	Title I Part A	Administration Building Curriculum Specialists Stacey Leavell All Green Acres Staff
Activity - Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Green Acres teachers will provide an introduction to Raz Kids as well as other activities to help parents support reading and comprehension at home.	Parent Involvement	Tier 1		09/05/2017	01/31/2018	\$500	General Fund, Title I Part A	Stacey Leavell, principal Classroom Teachers and support staff
Activity - Title I Teacher Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Green Acres Elementary School

Green Acres has a full-time Title I Intervention teacher. The teacher services Tier 2 and Tier 3 students in grades K-5 reading and writing. Groups are assessed every 10 weeks and students within these groups may be changed based on academic gains and needs.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$135000	Title I Part A	Title I Teacher Title I Paraprofessional
Activity - Evaluation of Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2017	06/01/2018	\$0	No Funding Required	All Staff
Activity - Monitoring Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor guided reading levels through student observation, daily work, quizzes, tests, DRA 2 levels, and common assessments.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Supplies Needed for Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase tablets, read-aloud books, picture books, rolling carts, independent books and any other additional materials needed for independent work, center activities, and small group work while students are engaged in guided reading. as well as fees to support the program.	Materials	Tier 1	Implement	08/01/2017	06/30/2018	\$12500	Title I Part A, General Fund	All Staff
Activity - Language Acquisition Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Acquisition teacher and aide will provide small group guided reading additional support in the area of language arts to Tier 2 and Tier 3 students identified as having English as a second language.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$0	Other	Language Acquisition Teacher and aide
Activity - Research Based Guided Reading Coaching.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive direct instruction on Research Based Guided Reading Coaching.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$3000	Title I Part A	Stacey Leavell
Activity - Content Area Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use informational texts from the literacy library with all students to build academic vocabulary in the areas of math, science and social studies.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	General Fund	All staff
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(shared) Strategy 3:

MTSS - K-5 teachers, Title I teacher, and Language Acquisition teachers, and ELL Paraprofessional will provide additional reading support to students who are Tier 2 and Tier 3 and in need of receiving additional individualized reading support.

Category: Learning Support Systems

Research Cited: Responsiveness to Intervention: A Blueprint for Practitioners, Policymakers, and Parents in Teaching Exceptional Children. Fuchs, Douglas, Lynn S. Fuchs. (2001)

Response to Instruction in the Identification of Learning Disabilities: A Guide for School Teams. Kovalski, Joseph & David P. Prasse. (2004) Published in NASP Communique, 32 (5).

Early Warning System. Lyon, G. Reid Lyon and Jack Fletcher. (2001)

Research shows that students who are at risk benefit from small group instruction from highly qualified teachers. Tier 2 and Tier 3 students benefit from individual or small group support.

Tier: Tier 1

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres staff will create and begin implementation of a systematic behavior plan for all students K-5.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$1000	Title I Part A	Stacey Leavell

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Teacher, Language Acquisition Teacher and Language Acquisition paraprofessional will provide individualized small group instruction for students at risk using LLI.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$4000	Title I Part A, General Fund	Title I Teacher Language Acquisition Teacher and/or Language Acquisition Paraprofessional

Activity - Evaluation of MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Green Acres Elementary School

Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of MTSS as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Professional Development/Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in differentiated instruction for Tier 2 and 3 students from district curriculum specialists and or outside conferences. A minimum of 3 teachers will be trained in Classroom Instruction that Works.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$2000	General Fund	Stacey Leavell Principal
Activity - Supplies Needed for MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials as needed to use with children during the implementation MTSS.	Materials	Tier 2	Implement	08/01/2017	06/30/2018	\$1000	General Fund, Title I Part A	All Staff
Activity - Monitoring MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the students progress with the MTSS through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Research Based Guided Reading Coaching.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided instruction on Research Based Guided Reading Coaching by Toni Hall.	Professional Learning	Tier 2	Implement	09/05/2017	06/15/2018	\$3000	Title I Part A	Stacey Leavell
Activity - Classroom Instruction that Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets, provide feedback and cooperative learning with daily lessons.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$1000	General Fund	Stacey Leavell specified staff
Activity - Reading A-Z/Raz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Green Acres Elementary School

Title I students that work with the Title I teacher on a regular basis, ELL students that work with the Language Acquisition teacher on a regular basis, and resource room students will have access to RAZ Kids. All teachers in Grades K-2 as well as teachers in grades 3-5 who request student support will be able to access Reading A-Z to support learners at all Tiers in the classroom.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$3000	Title I Part A	Stacey Leavell Title I Teacher Language Acquisition Teacher Resource Room Teacher classroom teachers
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Goal 3: All Students at Green Acres Elementary School will improve written expression in language arts, math, science and social studies.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in written expression in math, science, and social studies in English Language Arts by 06/30/2022 as measured by state Assessment..

Strategy 1:

Daily 5 - Teacher will utilize the Daily 5 structure to build in a block of time to practice writing skills. This time during the Daily 5 is called Work on Writing. Some activities include letter writing, poetry, postcards and "how to" writing.

Category: English/Language Arts

Research Cited: Boushey, Gail and Moser, Joan. 2006 The Daily Five: Fostering Literacy Independence in the Elementary Grades/Edition 1. Stenhouse Publishers.

Studies indicate that students need to be provided with structured blocks of time to practice a variety of writing skills.

Tier: Tier 1

Activity - Daily 5 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher in-service on implementing the Daily 5 structure into the elementary classroom as needed.	Professional Learning	Tier 1	Monitor	08/28/2017	06/15/2018	\$1000	General Fund, Title I Part A	Stacey Leavell Administration Building

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Activity - Daily Five Work on Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will teach writing strategy lessons and allow time for students to try the strategy within the Daily 5 structure.	Other, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$1000	Title I Part A, General Fund	K-5 Teachers, ELL Paraprofessionals, Title I Teacher
Activity - Evaluation of Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Monitor	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Monitoring Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will maintain DRA monitoring logs to determine student progress trends.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Purchase materials for Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fees to support program set up, presenters, as well as purchase of tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds.	Materials	Tier 1	Implement	08/28/2017	06/15/2018	\$4500	General Fund, Title I Part A	All Staff

Strategy 2:

Differentiated Instruction - Teachers will provide differentiated instruction three times a week for 30 minutes to support writing. Tier 2 and Tier 3 students will work with the Title I teacher, ELL teacher, ELL paraprofessional, TC and/or resource room teacher as needed using differentiated instruction strategies to support learning.

Category: English/Language Arts

Research Cited: Ellis, E.S. and Worthington, L.A. (1994). Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon: Technical Report No. 5 National Center to Improve the Tools of Educators.

Reis, S.S., Kaplan, S.N., Tomlinson, C.A., Westbert, K.L., Callahan, C.M., & Cooper, C.R. (1998). How the brain learns, A response: Equal does not mean identical. *Educations Leadership*, 56, 3.

Cobble, J.E., Daggett, W.R., and Gertel, S.J. (2007). *The Environment of the Struggling Learner* 1-5.

Research shows that Tier 2 and Tier 3 students benefit from small group and one on one instruction based on student ability level.

Tier: Tier 2

Activity - Additional Staff for Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I teacher, Title I aide, Language Acquisition Teacher and Language Acquisition aide will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$3000	Title I Part A, General Fund	Title I Teacher Title I Paraprofessional Language Acquisition Teacher Language Acquisition Paraprofessional

Activity - Evaluation of Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will analyze, review and discuss the data during PLC to evaluate the effectiveness of our Differentiated Instruction. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 2	Evaluate	08/28/2017	06/15/2018	\$0	No Funding Required	All Staff

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

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Staff will monitor how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Professional Development workshops and in-services pertaining to the needs of our at risk students with the major emphasis on improving student achievement in all academic areas for all students. Specials teachers will receive instruction on differentiating for all Tiers.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$3000	General Fund	Stacey Leavell All Green Acres Staff Administration Building
Activity - Supplies Needed for Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/28/2017	06/15/2018	\$1000	General Fund, Title I Part A	All Staff
Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use math journals to support students with identifying problem solving strategies.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$100	General Fund	Classroom teachers
Activity - Science Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Journals will be used by students to explain concepts, create diagrams, and record data for each science unit.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	General Fund	Classroom Teachers

Strategy 3:

Writer's Workshop - Teachers will continue implementing Writer's Workshop four times a week for 45 minutes. Tier 2 and Tier 3 students will receive the support of the Title I and/or resource room teacher using writer's workshop strategies as needed.

Category: English/Language Arts

Research Cited: Lucy Caulkins. The Art of Teaching Writing. Portsmouth, NH: Heinemann Publishing, 1994.

Graves, D. (1993). Children Can Write Authentically if we Help Them. Primary Sources K-6 p.1-6.

Research shows that direct writing instruction supports student growth as writers. Tier 2 and Tier 3 students benefit from small group instruction.

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Tier: Tier 1

Activity - Evaluation of Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff

Activity - Monitoring Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the effectiveness of writer's workshop through observation, daily work, and common assessment.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre writing lessons for teachers and teachers will have the opportunity to observe peers during writing instruction. Continue professional development to support teaching the Common Core. Curriculum specialists will update teachers with information regarding the revised district writing assessment.	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2018	\$3000	General Fund	Stacey Leavell, Principal School Improvement Team Administration Building

Activity - Supplies needed for Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work, and independent work where students are practicing writing skills.	Materials	Tier 1	Implement	08/28/2017	06/30/2018	\$1000	Title I School Improvement (ISI), Title I Part A	All Staff

Activity - Text Structure Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Fourth and fifth grade students use pictures books to learn about different types of text structures. The students will then write their own stories based on what they learned about text structures.	Implementa tion	Tier 1	Implement	09/05/2017	06/15/2018	\$500	Title I Part A	4th and 5th grade teachers
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Goal 4: Professional Learning Community

Measurable Objective 1:

collaborate to monitor, evaluate, and analyze our reading, writing, math, science, and social studies goals by 06/30/2017 as measured by completion of district provided feedback forms that will reflect the outcomes of staff discussion.

Strategy 1:

PLC - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. (NEW Strategy; expectation is all schools embed this strategy into their revised SIP)

PLC framework:

- Staff will align instruction (lesson planning) with district curriculum and pacing guides.
- Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.
- Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.
- Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.
- Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.

Category: Other - Curriculum

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

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

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High leverage, Instructional strategies PD: (Examples might include: PLC, MTSS, :ILC Process—unpacking standards and development of writing standards-aligned common assessments) PD: Tier I Curriculum-What we teach; how we teach (identify specific support needed) PD: Data Analysis/Dialogues; Conduct: Staff Pre- PLC Survey	Getting Ready	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	General Fund	Building principal and staff
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools Implement MTSS Process and intervention team meetings Create, implement, analyze results of common assessments	Implementa tion	Tier 1	Implement	09/05/2017	06/01/2018	\$0	General Fund	Building principal and staff

Activity - Monitoring of Adult Implementation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Quarterly Rpts to BOE, MDE Common assessment review using rubric	Monitor	Tier 1	Monitor	08/28/2017	06/01/2018	\$0	General Fund	Building principal and staff

Activity - Analyzing/Evaluating Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	General Fund	Building principal and 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
Evaluation of Daily 5	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Monitor	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	All Staff
Monitoring Daily Five	Staff will maintain DRA monitoring logs to determine student progress trends.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All Staff
Evaluation of Daily Five	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Evaluation	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	All Staff
Evaluation of Thinking Maps	Teachers will use PLC time to analyze, review, and discuss the effectiveness of Thinking Maps to improve student comprehension in curriculum areas to include Language Arts, Math, Science and Social Studies.	Evaluation	Tier 1	Evaluate	08/28/2017	06/01/2018	\$0	All Staff
Monitoring Writer's Workshop	Staff will monitor the effectiveness of writer's workshop through observation, daily work, and common assessment.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All Staff
Monitoring Thinking Maps	Staff will monitor the effectiveness of thinking maps through student observations, daily work, quizzes, tests, and common assessments.	Monitor		Monitor	08/28/2017	06/15/2018	\$0	All Staff
Monitoring and Evaluating small group instruction	Staff will monitor and evaluate the effectiveness of small group instruction on student achievement through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	09/05/2017	06/15/2018	\$0	All Staff
Monitoring Differentiated Instruction	Staff will monitor how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All Staff

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Evaluation of MTSS	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of MTSS as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	All Staff
Monitoring Close and Critical Reading	Staff will monitor the effectiveness of close and critical reading through students observations, daily work, quizzes, tests, and common assessments.	Direct Instruction	Tier 3	Implement	09/05/2017	06/15/2018	\$0	All staff
Evaluation of Differentiated Instruction	Teacher will analyze, review and discuss the data during PLC to evaluate the effectiveness of our Differentiated Instruction. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 2	Evaluate	08/28/2017	06/15/2018	\$0	All Staff
Evaluation of Writer's Workshop	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	09/05/2017	06/15/2018	\$0	All Staff
Monitoring the Daily Five	Staff will monitor the Daily Five logs, student observation, tests and district writing assessment.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All Staff
Evaluation of Close and Critical Reading	Teachers will use common prep time to analyze, review, and discuss the effectiveness of Close and Critical Reading to improve student comprehension.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All Staff
Monitoring and Evaluating Differentiated Instruction	Staff will utilize a monthly monitoring log to monitor students receiving small group support. Teachers will evaluate how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Evaluation	Tier 1	Evaluate	09/05/2017	06/15/2018	\$0	All Staff
Evaluation of Guided Reading	Teachers will analyze, review, and discuss the data during PLC to evaluate effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2017	06/01/2018	\$0	All Staff
Monitoring Guided Reading	Staff will monitor guided reading levels through student observation, daily work, quizzes, tests, DRA 2 levels, and common assessments.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All Staff
Monitoring MTSS	Staff will monitor the students progress with the MTSS through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	09/05/2017	06/15/2018	\$0	All Staff

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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Continued instructional support for implementing the Daily 5 structure into the elementary classroom.	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2018	\$500	Curriculum specialists (Administration Building) Stacey Leavell, principal staff
Title I Teacher Intervention Groups	Green Acres has a full-time Title I Intervention teacher. The teacher services Tier 2 and Tier 3 students in grades K-5 reading and writing. Groups are assessed every 10 weeks and students within these groups may be changed based on academic gains and needs.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$135000	Title I Teacher Title I Paraprofessional
Research Based Guided Reading Coaching.	All teachers will be provided instruction on Research Based Guided Reading Coaching by Toni Hall.	Professional Learning	Tier 2	Implement	09/05/2017	06/15/2018	\$3000	Stacey Leavell
Supplies Needed for Teaching Using Thinking Maps	Purchase materials needed for teachers to use Thinking Maps with students during small and whole group instruction.	Materials	Tier 1	Implement	08/01/2017	06/30/2018	\$500	New Staff that receive Thinking Map training Stacey Leavell
Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$250	All Staff
Schoolwide Title 1 Night	Green Acres parents and students are invited to an evening of math instruction to increase skills related to the Math Common Core at each grade level. They will also receive a packet of activities as well as supplies needed to support students at home..	Parent Involvement	Tier 1	Implement	09/05/2017	06/15/2018	\$250	all staff Stacey Leavell, Principal
Text Structure Writer's Workshop	Fourth and fifth grade students use picture books to learn about different types of text structures. The students will then write their own stories based on what they learned about text structures.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$500	4th and 5th grade teachers
Supplies Needed for Small Group Instruction	Purchase materials for center activities, small group work and independent work as need for small group instruction.	Materials	Tier 2	Implement	09/05/2017	06/15/2018	\$250	All Staff

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Daily Five Work on Writing	K-5 teachers will teach writing strategy lessons and allow time for students to try the strategy within the Daily 5 structure.	Other, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$500	K-5 Teachers, ELL Paraprofessionals, Title I Teacher
Daily 5 Training	Teacher in-service on implementing the Daily 5 structure into the elementary classroom as needed.	Professional Learning	Tier 1	Monitor	08/28/2017	06/15/2018	\$500	Stacey Leavell Administration Building
Research Based Guided Reading Coaching.	Teachers will receive direct instruction on Research Based Guided Reading Coaching.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$3000	Stacey Leavell
Supplies for Daily Five	Purchase tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds. Also use the to pay for fees to support the program.	Materials	Tier 1	Implement	08/28/2017	06/29/2018	\$4000	All Staff
Supplies Needed for Guided Reading	Purchase tablets, read-aloud books, picture books, rolling carts, independent books and any other additional materials needed for independent work, center activities, and small group work while students are engaged in guided reading. as well as fees to support the program.	Materials	Tier 1	Implement	08/01/2017	06/30/2018	\$12000	All Staff
Reading A-Z/Raz Kids	Title I students that work with the Title I teacher on a regular basis, ELL students that work with the Language Acquisition teacher on a regular basis, and resource room students will have access to RAZ Kids. All teachers in Grades K-2 as well as teachers in grades 3-5 who request student support will be able to access Reading A-Z to support learners at all Tiers in the classroom.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$3000	Stacey Leavell Title I Teacher Language Acquisition Teacher Resource Room Teacher classroom teachers
Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/28/2017	06/15/2018	\$500	All Staff
Literacy Night	The Green Acres teachers will provide an introduction to Raz Kids as well as other activities to help parents support reading and comprehension at home.	Parent Involvement	Tier 1		09/05/2017	01/31/2018	\$250	Stacey Leavell, principal Classroom Teachers and support staff
Positive Behavior Support	Green Acres staff will create and begin implementation of a systematic behavior plan for all students K-5.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$1000	Stacey Leavell

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Small Group Instruction	Teachers as well as Title I teachers/paraprofessional, Language Acquisition Teacher/Paraprofessionals, TC and Resource Room teacher to provide small group instruction at students ability level.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$250	K-5 Teachers Title I Teachers Title I Paraprofessionals Language Acquisition Teacher Language Acquisition Paraprofessional TC Resource Room Teacher
Schoolwide Math Game Night	Green Acres parents and students will be invited to come in and learn how to play a variety of math games to enhance basic skills and problem solving.	Parent Involvement	Tier 1	Implement	08/28/2017	06/15/2018	\$250	All staff Stacey Leavell, Principal
Additional Staff	Classroom teachers, Title I teachers and/or the Title I paraprofessional, TC and/or Resource Room Teacher will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Classroom Teachers Title I Teachers Title I Paraprofessional TC Resource Room Teacher
Supplies needed for Writer's Workshop	Purchase materials for center activities, small group work, and independent work where students are practicing writing skills.	Materials	Tier 1	Implement	08/28/2017	06/30/2018	\$500	All Staff
Supplies Needed for MTSS	Purchase materials as needed to use with children during the implementation MTSS.	Materials	Tier 2	Implement	08/01/2017	06/30/2018	\$500	All Staff

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Professional Development	Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre and guided reading lessons for teachers and teachers will have the opportunity to observe peers during guided reading instruction. Continue professional development to support teaching the Common Core. As a staff, beginning in the fall of 2016, we will have a book study use "The Reading Strategies Book; Your Everything Guide to Developing Skilled Readers".	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2018	\$1500	Administrators Building Curriculum Specialists Stacey Leavell All Green Acres Staff
Small Group Instruction	Title I Teacher, Language Acquisition Teacher and Language Acquisition paraprofessional will provide individualized small group instruction for students at risk using LLI.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$2000	Title I Teacher Language Acquisition Teacher and/or Language Acquisition Paraprofessional
Purchase materials for Daily Five	Fees to support program set up, presenters, as well as purchase of tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds.	Materials	Tier 1	Implement	08/28/2017	06/15/2018	\$4000	All Staff
Additional Staff for Differentiated Instruction	A Title I teacher, Title I aide, Language Acquisition Teacher and Language Acquisition aide will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$1500	Title I Teacher Title I Paraprofessional Language Acquisition Teacher Language Acquisition Paraprofessional

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development	Thinking Maps on line professional development that will allow teachers to dig deeper into the use of thinking maps in everyday instruction.	Professional Learning	Tier 2		08/28/2017	06/15/2018	\$2000	Stacey Leavell Jean Schachermeyer All Staff
Purchase materials for Daily Five	Fees to support program set up, presenters, as well as purchase of tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds.	Materials	Tier 1	Implement	08/28/2017	06/15/2018	\$500	All Staff
Close and Critical Reading Training	New Teachers to Green Acres will be offered training on using close and critical reading to reinforce student learning and increase comprehension.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$250	Stacey Leavell Green Acres Staff Curriculum Specialists MISD
Professional Development	Staff will attend Professional Development workshops and in-services pertaining to the needs of our at risk students with the major emphasis on improving student achievement in all academic areas for all students. Specials teachers will receive instruction on differentiating for all Tiers.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$3000	Stacey Leavell All Green Acres Staff Administration on Building
Readiness	High leverage, Instructional strategies PD: (Examples might include: PLC, MTSS, ILC Process—unpacking standards and development of writing standards-aligned common assessments) PD: Tier I Curriculum-What we teach; how we teach (identify specific support needed) PD: Data Analysis/Dialogues; Conduct: Staff Pre- PLC Survey	Getting Ready	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Building principal and staff
Thinking Maps Training	New teachers to Green Acres will be offered training on using Thinking Maps to reinforce student learning and increase comprehension. We will also revisit types of thinking maps and how they are being used in the classroom.	Direct Instruction	Tier 1	Implement	09/26/2016	06/15/2018	\$250	Stacey Leavell Green Acres Staff Curriculum Specialists MISD
Schoolwide Title 1 Night	Green Acres parents and students are invited to an evening of math instruction to increase skills related to the Math Common Core at each grade level. They will also receive a packet of activities as well as supplies needed to support students at home..	Parent Involvement	Tier 1	Implement	09/05/2017	06/15/2018	\$250	all staff Stacey Leavell, Principal

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Supplies for Daily Five	Purchase tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds. Also use the to pay for fees to support the program.	Materials	Tier 1	Implement	08/28/2017	06/29/2018	\$500	All Staff
Supplies Needed for Teaching Using Thinking Maps	Purchase materials needed for teachers to use Thinking Maps with students during small and whole group instruction.	Materials	Tier 1	Implement	08/01/2017	06/30/2018	\$500	New Staff that receive Thinking Map training Stacey Leavell
Science Journals	Science Journals will be used by students to explain concepts, create diagrams, and record data for each science unit.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Classroom Teachers
Monitoring of Adult Implementation Activities	Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Quarterly Rpts to BOE, MDE Common assessment review using rubric	Monitor	Tier 1	Monitor	08/28/2017	06/01/2018	\$0	Building principal and staff
Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$250	All Staff
Small Group Instruction	Teachers as well as Title I teachers/paraprofessional, Language Acquisition Teacher/Paraprofessionals, TC and Resource Room teacher to provide small group instruction at students ability level.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$250	K-5 Teachers Title I Teachers Title I Paraprofessionals Language Acquisition Teacher Language Acquisition Paraprofessional TC Resource Room Teacher

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Implementation	Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools Implement MTSS Process and intervention team meetings Create, implement, analyze results of common assessments	Implementation	Tier 1	Implement	09/05/2017	06/01/2018	\$0	Building principal and staff
Math Journals	Teachers will use math journals to support students with identifying problem solving strategies.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$100	Classroom teachers
Professional Development	Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre writing lessons for teachers and teachers will have the opportunity to observe peers during writing instruction. Continue professional development to support teaching the Common Core. Curriculum specialists will update teachers with information regarding the revised district writing assessment.	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2018	\$3000	Stacey Leavell, Principal School Improvement Team Administration Building
Professional Development/Training	Staff will receive training in differentiated instruction for Tier 2 and 3 students from district curriculum specialists and or outside conferences. A minimum of 3 teachers will be trained in Classroom Instruction that Works.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$2000	Stacey Leavell Principal
Professional Development	Continued instructional support for implementing the Daily 5 structure into the elementary classroom.	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2018	\$500	Curriculum specialists (Administration Building) Stacey Leavell, principal staff
Professional Development	Staff will attend Professional Development workshops, in-services along with training during PLC time pertaining to the needs of our Tier 2 and Tier 3 students with the major emphasis on facilitating math workshop in order to improve student achievement in math for all students.	Professional Learning	Tier 2	Implement	08/28/2017	06/15/2018	\$500	Administration Building Stacey Leavell All Green Acres Staff

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Literacy Night	The Green Acres teachers will provide an introduction to Raz Kids as well as other activities to help parents support reading and comprehension at home.	Parent Involvement	Tier 1		09/05/2017	01/31/2018	\$250	Stacey Leavell, principal Classroom Teachers and support staff
Additional Staff for Differentiated Instruction	A Title I teacher, Title I aide, Language Acquisition Teacher and Language Acquisition aide will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$1500	Title I Teacher Title I Paraprofessional Language Acquisition Teacher Language Acquisition Paraprofessional
Content Area Vocabulary	Teachers will use informational texts from the literacy library with all students to build academic vocabulary in the areas of math, science and social studies.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Schoolwide Math Game Night	Green Acres parents and students will be invited to come in and learn how to play a variety of math games to enhance basic skills and problem solving.	Parent Involvement	Tier 1	Implement	08/28/2017	06/15/2018	\$250	All staff Stacey Leavell, Principal
Classroom Instruction that Works	Teachers will use learning targets, provide feedback and cooperative learning with daily lessons.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$1000	Stacey Leavell specified staff
Math Journals	Teachers will use math journals to support students with identifying problem solving strategies.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$100	Instructional staff
Supplies Needed for MTSS	Purchase materials as needed to use with children during the implementation MTSS.	Materials	Tier 2	Implement	08/01/2017	06/30/2018	\$500	All Staff
Daily 5 Training	Teacher in-service on implementing the Daily 5 structure into the elementary classroom as needed.	Professional Learning	Tier 1	Monitor	08/28/2017	06/15/2018	\$500	Stacey Leavell Administration Building
Supplies Needed for Guided Reading	Purchase tablets, read-aloud books, picture books, rolling carts, independent books and any other additional materials needed for independent work, center activities, and small group work while students are engaged in guided reading. as well as fees to support the program.	Materials	Tier 1	Implement	08/01/2017	06/30/2018	\$500	All Staff
Supplies Needed for Small Group Instruction	Purchase materials for center activities, small group work and independent work as need for small group instruction.	Materials	Tier 2	Implement	09/05/2017	06/15/2018	\$250	All Staff

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Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/28/2017	06/15/2018	\$500	All Staff
Daily Five Work on Writing	K-5 teachers will teach writing strategy lessons and allow time for students to try the strategy within the Daily 5 structure.	Other, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$500	K-5 Teachers, ELL Paraprofessionals, Title I Teacher
Analyzing/Evaluating Activities	Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	Building principal and staff
Small Group Instruction	Title I Teacher, Language Acquisition Teacher and Language Acquisition paraprofessional will provide individualized small group instruction for students at risk using LLI.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$2000	Title I Teacher Language Acquisition Teacher and/or Language Acquisition Paraprofessional

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplies needed for Writer's Workshop	Purchase materials for center activities, small group work, and independent work where students are practicing writing skills.	Materials	Tier 1	Implement	08/28/2017	06/30/2018	\$500	All Staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Acquisition Intervention Groups	Language Acquisition teacher and aide will provide small group guided reading additional support in the area of language arts to Tier 2 and Tier 3 students identified as having English as a second language.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$0	Language Acquisition Teacher and aide