

2019-2020 Jefferson School improvement Plan (6)

Jefferson Elementary School
Warren Consolidated Schools

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Overview

Plan Name

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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 meet or exceed state and local standards in the area of Mathematics.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$3000
2	All students will meet or exceed state and local standards in the area of Reading.	Objectives: 1 Strategies: 3 Activities: 15	Academic	\$21500
3	All students will meet or exceed state and local standards in the area of Writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
4	All students will meet or exceed state and local standards in Science.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$3500
5	All students will meet or exceed state and local standards in Social Studies.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$1000
6	All staff will work together to reduce instructional variance to improve student achievement.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$1500
7	Promote positive school communities, Pre-K to adult learner, by providing quality in school and out of school care, support, safety and membership programs for students, staff, and families.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2000

Goal 1: All students will meet or exceed state and local standards in the area of Mathematics.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Mathematics Standards in Mathematics by 06/03/2022 as measured by state and local assessments..

Strategy 1:

Differentiation of Instruction - Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. It is based on the fact that in a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners.

Category: Mathematics

Research Cited: Reis, S.M., Kaplan, S.N., Tomlinson, C.A., Westbert, K.L., Callahan, C.M. & Cooper, C.R. "How the Brain Learns, A Response: equal does not mean identical." Educational Leadership 56 (1989): 3. Ellis, E.S. & Worthington, L.A. "Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon (1994): Technical Report No.5 National Center to Improve the Tools of Educators. Tomlinson, C.A. The Differentiated Classroom: Responding to the Needs of All Learners. Pearson, 1999. Marzano, Robert. What Works in Schools. ASCD, 2003.

Tier: Tier 2

Activity - Web Based Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In whole class, small group and individual settings, students will use programs such as Zearn Moby Max, StarFall, Learning A-Z, and Fact Monster support appropriate math objectives. Technological devices including laptops and tablets will be researched and purchased as needed.	Academic Support Program, Materials, Technology Supplemental Materials	Tier 2	Implement	09/04/2018	06/30/2021	\$1500	Title I Schoolwide	Classroom teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Activity - Monitor the Implementation of Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through walk through and program fidelity checks, the Principal will monitor the implementation of the Differentiated Instruction activities.	Implementation, Monitor	Tier 2	Implement	09/04/2018	06/30/2021	\$0	General Fund	Principal and teaching staff

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Activity - Guided Math Groups/Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students receive additional support at their level during guided math groups. Students will be taught at their level, as determined by progress monitoring, pre/post unit tests, CFAs, and background knowledge.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$500	Title I Schoolwide	Classroom teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Activity - Walk to Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data collected from common assessments, teachers will group students by ability for additional math support. 2-4 times per week, students will "walk to math" for instruction at their level.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$0	Title I Schoolwide	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Activity - Math Support Grade Level Intervention Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet with the Title I/III team to review math data based on district assessment and progress monitoring tools.	Evaluation, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	09/04/2018	06/30/2021	\$1000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Administration

Strategy 2:

Math Instruction Block - Time allotted for math instruction will be a minimum of 90 minutes per day.

Category: Mathematics

Research Cited: Third International Mathematics and Science study (TIMSS) (Schmidt, McKnight, & Raizen, 1997).

Mokros, Janice R., Susan Jo. Russell, and Karen Economopoulos. "Finding Time and a Place for Math." Beyond Arithmetic: Changing Mathematics in the Elementary Classroom. Palo Alto, CA: Dale Seymour Publications, 1995. N. pag. Print.

Schmoker, Michael J. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, VA: Association for Supervision and

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Curriculum Development, 2006. Print

Tier: Tier 1

Activity - Math Problem Solving Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on math problem solving skills, with teacher direction. The focus will be on students gaining a greater depth of knowledge of how to solve mathematical problems.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Adminstrator
Activity - Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on math concepts and complete math tasks with students before working with small leveled groups for additional math instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	General Fund	Classroom Teachers, Title I/III, Allied Arts, Special Education, Administrat or
Activity - Math Academic Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Vocabulary Acquisition - Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrat or
Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Five to fifteen minute conversations that builds students' vocabulary, computation, and mental math skills will be implemented. In a structured routine students learn a variety of math strategies using various manipulatives and advance organizers to further their understanding of math concepts.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - Monitor the Implementation of Classroom Instruction That Works Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Classroom Instruction That Works strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/04/2018	06/30/2021	\$0	No Funding Required	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin creating differentiated math centers for students at all levels.	Academic Support Program, Materials	Tier 2	Getting Ready	09/05/2017	06/30/2021	\$0	General Fund	Classroom Teachers, Title I/III, Special Education Staff, Specials Staff, Administrator
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post, in kid friendly terms, the math power standards selected by each grade level. Each grade level will also post math leaning targets for the current unit being taught.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	09/01/2019	06/30/2021	\$0	Other	All staff k-5

Goal 2: All students will meet or exceed state and local standards in the area of Reading.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Reading Standards in English Language Arts by 06/03/2022 as measured by state and local assessments.

Strategy 1:

Guided Reading - During Guided Reading, the teacher provides support to small groups of readers with various reading strategies (context clues, letter and sound relationships, word structure, vocabulary development, etc) are explicitly taught. When the proper books are selected, students are able to read with approximately 90% accuracy. This enables the students to comprehend the selection because there is not an overwhelming amount of "road blocks" that interfere with comprehension. Students are able to focus on the meaning of the story with the application of various reading strategies to problem solve when a student happens upon an unknown word. By providing small groups of students the opportunity to learn various reading strategies with guidance from the teacher, they gain the skills and knowledge required to read increasingly more difficult texts. Independent reading is the GOAL - Guided Reading provides the framework to ensure that students are able to apply strategies to make meaning from print. The teacher works with a small group of students who have similar skills and reading processes. The teacher selects and introduces new books and supports children reading the whole text independently, making teaching points during and after the reading.

Category: English/Language Arts

Research Cited: Fountas, Irene and Gay Su Pinnell. 1996. Guided Reading: Good First Teaching for All Children.

Portsmouth, NH: Heinemann.

Iaquinta, Anita. "Guided Reading: A Research-Based Response to the Challenges of Early Reading

Instruction." Early Childhood Education Journal. 33.6 (2006): 413-418.

Tier: Tier 1

Activity - Daily Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher works with a small group of students who have similar skills and reading processes. The teacher selects and introduces new books and supports children reading the whole text independently, making teaching points during and after the reading. During Guided Reading, the classroom teacher will focus, heavily, on non-fiction material including web based programs such as RAZ Kids/ Learning A-Z.	Academic Support Program, Materials, Technology, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$3500	Title I Schoolwide	Classroom Teachers, Title I, Title III and Resource Room Teacher

Activity - Monitor implementation of Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor the implementation of Guided Reading Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/04/2018	06/30/2021	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
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Activity - Implementation of Classroom Instruction That Works Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-linguistic representations, Summarizing, Note-taking, and Identifying Similarities and Differences.	Implementation, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$500	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity - Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games. Grades K-2 will utilize Benchmark Phonics and Grades K-1 will use Language for Learning and Language for Thinking programs. Grades 3-5 will utilize the Benchmark Word Study Program.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Strategy 2:

MTSS - Multi-Tiered Support System (MTSS) is a method of academic intervention designed to provide early, effective assistance to children who are having difficulty learning. MTSS was also designed as a process of diagnosing learning disabilities. This method can be used at the group and individual level. The MTSS method has been developed by researchers as an alternative to identifying learning disabilities with the ability-achievement discrepancy model, which requires children to exhibit a severe discrepancy between their IQ and academic achievement as measured by standardized tests. The MTSS process prevents academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for students who continue to have difficulty. Students who do not show a response to effective interventions are more likely to be in need of special education than students who do respond. Title I Teacher and tutor support, specific and targeted small group assistance in the Tier II model; specific and targeted one-on-one assistance in the Tier III model; Child Study Team support for students who do not respond to interventions.

Category: Learning Support Systems

Research Cited: Responsiveness-to-Intervention: A Blueprint for Practitioners, Policymakers and Parents. Douglas Fuchs

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and Lynn S. Fuchs. Teaching Exceptional Children. Sept/Oct. 2005. Pgs. 57-69.

Centers for Implementing K-3 Behavior and Reading Intervention Models

Preventing Reading Difficulties: A Three-Tiered Intervention Model. Sharon Vaughn, Ph.D., and Jeanne Wanzek, Ph.D.

University of Texas Center for Reading and Language Arts

http://www.nrcld.org/rti_practices/research/k3.html

Tier: Tier 3

Activity - Extended Day Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with small groups or individual students on specific areas of need. Students will be pre-tested and post-tested to monitor progress.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$2500	Title I Schoolwide	Classroom Teachers, Allied Arts Teachers, Title I, Title III and Special Education, Administrator

Activity - Rocket Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Teacher, EL Teacher and tutor support will target specific needs within small group and individual settings based on the Tier II and Tier III models. Programs such as Corrective Reading, Reading Mastery, Leveled Literacy Intervention, or other targeted programs will be used. Child Study Team support for students who do not respond to interventions.	Implementation, Academic Support Program, Curriculum Development, Materials, Professional Learning, Direct Instruction, Supplemental Materials	Tier 3	Implement	09/04/2018	06/30/2021	\$5000	Title I Schoolwide	Classroom Teachers, Title I, Title II, Special Education, Administrator

Activity - Monitor the Implementation of the MTSS Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitor the implementation of MTSS through walk through and program fidelity checks using Easy CBM, Benchmark Word Study, Core Phonics Survey, San Diego Quick, Core Vocabulary, and other data collecting programs shared out at Grade Level Intervention Meetings.	Monitor	Tier 3	Implement	09/04/2018	06/30/2021	\$5000	Title I Schoolwide	Title I/Title III teachers, Special Education, Administrator
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Activity - Oral Language Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL (Title III) Teachers will work directly with students new to the English Language through the use of Oral Language Activities. Kindergarten staff was trained in the Language for Learning program to assist in oral language development, and has implemented in their classrooms. Language for thinking will be added to the Title III and 1st Grade	Academic Support Program, Materials, Professional Learning, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$500	Title III	Classroom Teachers, Title I/Title III Teachers

Activity - Literacy Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Literacy Coach provides Tier II strategies to support classroom instruction.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2021	\$0	Other	k-5 teachers

Strategy 3:

Differentiation of Instruction - Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. It is based on the fact that in a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners.

Category: Learning Support Systems

Research Cited: Reis, S.M., Kaplan, S.N., Tomlinson, C.A., Westbert, K.L., Callahan, C.M. & Cooper, C.R. "How the Brain Learns, A Response: equal does not mean identical." Educational Leadership 56 (1989): 3. Ellis, E.S. & Worthington, L.A. "Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon (1994): Technical Report No.5 National Center to Improve the Tools of Educators. Tomlinson, C.A. The Differentiated Classroom: Responding to the Needs of All Learners. Pearson, 1999. Marzano, Robert. What Works in Schools. ASCD, 2003.

Tier: Tier 2

Activity - Double Dose-Walk to Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will "walk to read" to receive additional contacts of small group direct instruction. Staff in grades 1-2 were trained in the Reading Mastery Program, and staff in grades 3-5 were trained in the Corrective Reading Program, and have been implementing. Additional first through fifth grade teachers are interested in attending trainings for the Reading Mastery Program, as well as the Corrective Reading Program. First grade teachers are interested in the Language for Learning program/Language for Thinking. Staff would need to be trained.	Academic Support Program, Materials, Professional Learning, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$1000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
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Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher works with a small group of students who have similar skills and reading processes. The teacher selects and introduces new books and supports children reading the whole text independently, making teaching points during and after the reading. During Guided Reading, the classroom teacher will focus, heavily, on non-fiction material.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity - Summer Bridge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer Bridge Literacy Program. Parents invited to attend an informational meeting to learn strategies for helping their children continue academics over the summer months. Parents given Summer Bridge Activity Books for children needing additional summer support.	Community Engagement, Academic Support Program, Materials, Parent Involvement, Supplemental Materials	Tier 2	Implement	09/04/2018	06/30/2021	\$2500	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration

Activity - Kindergarten Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming kindergarten parents will be invited to an informational meeting in the spring. Kindergarten staff will offer suggestions for summer literacy. Reading strategies will be modeled, and materials will be given to incoming students so they are able to begin kindergarten readiness activities.	Community Engagement, Materials, Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2021	\$1000	Title I Schoolwide	Kindergarten Classroom Teachers, Administration

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Activity - Professional Development for Literacy Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development to support literacy instruction.	Professional Learning	Tier 2	Implement	09/01/2019	06/30/2021	\$0	General Fund	Teachers k-5

Activity - Tier II Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Jan Richardson's strategies to differentiate instruction.	Academic Support Program	Tier 2	Implement	09/01/2019	06/30/2021	\$0	General Fund	All staff k-5

Goal 3: All students will meet or exceed state and local standards in the area of Writing.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Writing Standards in English Language Arts by 06/03/2022 as measured by state and local assessments.

Strategy 1:

Writer's Workshop - Writer's Workshop is an interdisciplinary writing technique, which can build students' fluency in writing through continuous, repeated exposure to the process of writing. It is a comprehensive approach to teaching primary students writing skills. The teacher utilizes a combination of whole group, small group, and individual instruction along with teacher and peer conferencing to develop all areas of writing. Students become successful writers because the teacher is able to differentiate instruction to meet their individual needs.

In a Writer's Workshop, a topic may be assigned by the teacher or chosen by the student. Students work at their own pace, following the steps of the writing process, to create an authentic piece of writing. This process allows them to internalize effective writing strategies.

This strategy was chosen to support students at all levels of writing. Through the use of mini-lessons and Guided Writing Groups, all students, especially, LEP Students will get the individualized instruction necessary.

Category: English/Language Arts

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

Conroy, Michele, Merchand, Trisha and Webster Matt. Motivating Primary Students to Write Using

Writer's Workshop. ERIC ED504817. 2009.

Tier: Tier 1

Activity - Daily Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide time for Writer's Workshop, at least 4 days/week. During workshop time, the teachers will conduct mini-lessons, Guided Writing Groups, and provide guidance during silent writing time.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	No Funding Required	Classroom Teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use strategies from CITW such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during Writing instruction and activities. Three staff members will attend CITW for ELL.	Implementation	Tier 1	Implement	09/04/2018	06/30/2021	\$0	School Improvement Grant (SIG)	Classroom Teachers, Allied Arts Teachers, Title I/Title III, Special Education, Administrator
Activity - Monitor the Implementation of Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Writing Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/04/2018	06/30/2021	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Oakland County MAISA Writing Units in conjunction with Writer's Workshop to teach different types of Common Core Writing.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	No Funding Required	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator

Strategy 2:

Differentiated Writing Instruction - Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. It is based on the fact that in a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners.

Category: Learning Support Systems

Research Cited: Reis, S.M., Kaplan, S.N., Tomlinson, C.A., Westbert, K.L., Callahan, C.M. & Cooper, C.R. "How the Brain Learns, A Response: equal does not mean identical." Educational Leadership 56 (1989): 3. Ellis, E.S. & Worthington, L.A. "Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon (1994): Technical Report No.5 National Center to Improve the Tools of Educators. Tomlinson, C.A. The Differentiated Classroom: Responding to the Needs of All Learners. Pearson, 1999. Marzano, Robert. What Works in Schools. ASCD, 2003.

Tier: Tier 2

Activity - Guided Writing Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with at risk students in small guided writing groups. Skills based on need will be addressed in a small group setting, at the students' levels.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$0	General Fund	Classroom Teachers, Title I/III, Allied Arts, Special Education, Administrator

Goal 4: All students will meet or exceed state and local standards in Science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in the Grade Level Content Expectations in Science in Science by 06/03/2022 as measured by state and local assessments.

Strategy 1:

Academic Vocabulary Acquisition - Classroom teachers will implement CITW teaching strategies to deliver vocabulary instruction to students. The use of Marzano's and Frayer's vocabulary templates will be used in all classrooms to introduce and teach vocabulary during science instruction. The STEM teacher will reinforce vocabulary during weekly instruction. Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games.

Category: Science

Research Cited: Marzano, Robert. Building Background Knowledge for Academic Achievement. ASCD, 2004.

Tier: Tier 1

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Activity - Classroom Instruction That Works Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use strategies from Classroom Instruction That Works such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities.	Implementation	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - Science Day/Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited and encouraged to attend a science day or evening where students will participate in a hands on science experience through activities provided by the Ann Arbor Hands On Science Museum.	Community Engagement, Materials, Extra Curricular, Parent Involvement	Tier 2	Implement	09/04/2018	06/30/2021	\$1500	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - Leveled Science Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled science trade books will be purchased to enhance Tier II instruction with appropriate reading material.	Academic Support Program, Curriculum Development, Materials, Supplemental Materials	Tier 2	Getting Ready	09/04/2018	06/30/2021	\$1000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Strategy 2:

Implement 8 Science and Engineering Practices - Staff will incorporate the 8 Science and Engineering practices in their science lessons to help students build understanding of key concepts and science vocabulary.

Category: Science

Research Cited: Winokur, J., Worth, K., & Heller-Winokur, M.. (2009). Connecting Science and Literacy Through Talk. Science and Children, 47(3), 46-49. Retrieved January 26, 2010, from Research Library. (Document ID: 1910057331).

Tier: Tier 1

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Activity - Investigation and Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize the investigations in the Battle Creek Science kits to provide hands on Science lessons.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2022	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity - Integrating Reading and Writing into Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use science journals, read alouds and guided reading materials to introduce and reinforce science concepts and vocabulary.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$1000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Goal 5: All students will meet or exceed state and local standards in Social Studies.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in Grade Level Content Expectations in Social Studies by 06/03/2022 as measured by state and local assessments.

Strategy 1:

Academic Vocabulary Development - Classroom teachers will implement Classroom Instruction That Works strategies to deliver vocabulary instruction to students. The use of Marzano's and Frayer's vocabulary templates will be used in all classrooms to introduce and teach vocabulary during social studies instruction. Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games.

Category: Social Studies

Research Cited: Marzano, Robert. Building Background Knowledge for Academic Achievement. ASCD, 2004

Tier: Tier 1

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Jefferson Elementary School

Staff will use strategies from CITW such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during reading instruction and activities.	Implementation	Tier 1	Implement	09/05/2017	06/30/2021	\$0	School Improvement Grant (SIG)	Classroom Teachers, Allied Arts Teachers, Title I, Title III and Special Education
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Activity - Monitor the Implementation of Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Vocabulary Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/05/2017	06/30/2021	\$0	General Fund	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity - Monitor Classroom Instruction That Works Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of Classroom Instruction That Works Strategies during the instruction of social studies through walk through and fidelity checks.	Monitor	Tier 1	Implement	09/05/2017	06/30/2021	\$0	No Funding Required	Classroom teachers, Title I/Title III, Allied Arts,, Special Education, Administrator

Strategy 2:

Small Group Instruction-Social Studies Concepts - Staff will provide small group instruction to introduce and reinforce social studies concepts and vocabulary.

Category: Social Studies

Research Cited: Ogle, D., Klemp R. & McBride B.(2007) Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking

Tier: Tier 2

Activity - Guided Reading-Social Studies Content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Jefferson Elementary School

Teachers will use guided reading instruction to introduce and reinforce social studies concepts and vocabulary.	Academic Support Program, Curriculum Development, Materials, Direct Instruction	Tier 2	Implement	09/05/2017	06/30/2021	\$1000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
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Goal 6: All staff will work together to reduce instructional variance to improve student achievement.

Measurable Objective 1:

collaborate to reduce the variance of instructional practices by 06/13/2019 as measured by administrator walk throughs and fidelity checks.

Strategy 1:

Professional Learning Community - 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.

Category: Other - Professional Learning Community

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 - Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-2020 Jefferson School improvement Plan (6)

Jefferson Elementary School

Staff will align instruction (lesson planning) with district curriculum and pacing guides.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$0	No Funding Required	Classroom Teachers, Title I/Title III, Allied Arts, Special Education, Administrator
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Activity - Increase Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration

Activity - Assessments for Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$500	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Jefferson Elementary School

Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$0	No Funding Required	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Activity - Peer Collaboration/Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate with grade level team members, as well as upper and lower grade level staff members, and spend time observing best practices of instruction in the areas of reading, writing, and mathematics.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$1000	Title I Schoolwide	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

Goal 7: Promote positive school communities, Pre-K to adult learner, by providing quality in school and out of school care, support, safety and membership programs for students, staff, and families.

Measurable Objective 1:

demonstrate a behavior Increase student growth by building positive community programs by 6/30/2021 as measured by changes in discipline and attendance rates as well as positive survey responses an assessment results. by 06/30/2021 as measured by Discipline and attendance records, surveys, and assessments..

Strategy 1:

Positive community - A comprehensive school counseling program that focuses on student outcomes and teaches student competencies through a MTSS lens. Elementary counselors will support student and community care, membership, safety, and support needs.

Category: School Culture

Research Cited: Hattie (2001) Visible Learning for Teachers. Programs which address positive school and learning behaviors and mindsets have positive impact on student success

Maslow (1954). Motivation and Personality. ESSA's focus on the whole child also underscores the importance of addressing the safety and membership/belonging needs outlined by Maslow's Hierarchy prior to significant learning being able to take place.

Tier: Tier 1

2019-2020 Jefferson School improvement Plan (6)

Jefferson Elementary School

Activity - Develop program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Define behavioral and mindset goals, develop program policies, procedures, curriculum and service delivery.	Behavioral Support Program, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	01/01/2018	06/30/2021	\$0	No Funding Required	OCI Admin, Elementary Counselors, Building Principals
Activity - Monitor Counseling Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation through counselor PLCs, logs, and principal meetings.	Behavioral Support Program	Tier 1	Monitor	01/01/2018	06/30/2021	\$0	No Funding Required	OCI Admin, Elementary Counselors, Building Principals
Activity - Evaluate Counselor Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate impact on student success via discipline and attendance records, surveys, and assessments.	Behavioral Support Program	Tier 1	Evaluate	05/01/2018	06/30/2021	\$0	No Funding Required	OCI Admin, Elementary Counselors, Building Principals
Activity - Plan and impliment PBIS (Positive Behavior Intervention Support)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jefferson will define behavioral goals, policies, and procedures	Behavioral Support Program	Tier 1	Getting Ready	10/01/2018	06/30/2021	\$2000	Title I Schoolwide	Classroom teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Instruction That Works	Staff will use strategies from CITW such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during reading instruction and activities.	Implementation	Tier 1	Implement	09/05/2017	06/30/2021	\$0	Classroom Teachers, Allied Arts Teachers, Title I, Title III and Special Education
Classroom Instruction That Works	Staff will use strategies from CITW such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during Writing instruction and activities. Three staff members will attend CITW for ELL.	Implementation	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom Teachers, Allied Arts Teachers, Title I/Title III, Special Education, Administrator

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Oral Language Activities	The EL (Title III) Teachers will work directly with students new to the English Language through the use of Oral Language Activities. Kindergarten staff was trained in the Language for Learning program to assist in oral language development, and has implemented in their classrooms. Language for thinking will be added to the Title III and 1st Grade	Academic Support Program, Materials, Professional Learning, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$500	Classroom Teachers, Title I/Title III Teachers

Title I Schoolwide

2019-2020 Jefferson School improvement Plan (6)

Jefferson Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Reading-Social Studies Content	Teachers will use guided reading instruction to introduce and reinforce social studies concepts and vocabulary.	Academic Support Program, Curriculum Development, Materials, Direct Instruction	Tier 2	Implement	09/05/2017	06/30/2021	\$1000	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Classroom Instruction That Works Implementation	Staff will use strategies from Classroom Instruction That Works such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities.	Implementation	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Double Dose-Walk to Read	Students will "walk to read" to receive additional contacts of small group direct instruction. Staff in grades 1-2 were trained in the Reading Mastery Program, and staff in grades 3-5 were trained in the Corrective Reading Program, and have been implementing. Additional first through fifth grade teachers are interested in attending trainings for the Reading Mastery Program, as well as the Corrective Reading Program. First grade teachers are interested in the Language for Learning program/Language for Thinking. Staff would need to be trained.	Academic Support Program, Materials, Professional Learning, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$1000	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Integrating Reading and Writing into Science	Classroom teachers will use science journals, read alouds and guided reading materials to introduce and reinforce science concepts and vocabulary.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$1000	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Guided Math Groups/Interventions	At-risk students receive additional support at their level during guided math groups. Students will be taught at their level, as determined by progress monitoring, pre/post unit tests, CFAs, and background knowledge.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$500	Classroom teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator

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Jefferson Elementary School

Assessments for Instruction	Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$500	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Implementation of Classroom Instruction That Works Strategies	Staff will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-linguistic representations, Summarizing, Note-taking, and Identifying Similarities and Differences.	Implementation, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$500	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Peer Collaboration/Observations	Staff will collaborate with grade level team members, as well as upper and lower grade level staff members, and spend time observing best practices of instruction in the areas of reading, writing, and mathematics.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$1000	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Monitor the Implementation of the MTSS Programming	Monitor the implementation of MTSS through walk through and program fidelity checks using Easy CBM, Benchmark Word Study, Core Phonics Survey, San Diego Quick, Core Vocabulary, and other data collecting programs shared out at Grade Level Intervention Meetings.	Monitor	Tier 3	Implement	09/04/2018	06/30/2021	\$5000	Title I/Title III teachers, Special Education, Administrator
Web Based Applications	In whole class, small group and individual settings, students will use programs such as Zearn Moby Max, StarFall, Learning A-Z, and Fact Monster support appropriate math objectives. Technological devices including laptops and tablets will be researched and purchased as needed.	Academic Support Program, Materials, Technology, Supplemental Materials	Tier 2	Implement	09/04/2018	06/30/2021	\$1500	Classroom teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Extended Day Tutoring	Teachers will work with small groups or individual students on specific areas of need. Students will be pre-tested and post-tested to monitor progress.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$2500	Classroom Teachers, Allied Arts Teachers, Title I, Title III and Special Education, Administrator

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Jefferson Elementary School

Walk to Math	Based on data collected from common assessments, teachers will group students by ability for additional math support. 2-4 times per week, students will "walk to math" for instruction at their level.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Math Support Grade Level Intervention Meetings	Staff will meet with the Title I/III team to review math data based on district assessment and progress monitoring tools.	Evaluation, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	09/04/2018	06/30/2021	\$1000	Classroom teachers, Title I/III, Allied Arts, Administration
Rocket Readers	Title I Teacher, EL Teacher and tutor support will target specific needs within small group and individual settings based on the Tier II and Tier III models. Programs such as Corrective Reading, Reading Mastery, Leveled Literacy Intervention, or other targeted programs will be used. Child Study Team support for students who do not respond to interventions.	Implementation, Academic Support Program, Curriculum Development, Materials, Professional Learning, Direct Instruction, Supplemental Materials	Tier 3	Implement	09/04/2018	06/30/2021	\$5000	Classroom Teachers, Title I, Title II, Special Education, Administrator
Science Day/Night	Parents will be invited and encouraged to attend a science day or evening where students will participate in a hands on science experience through activities provided by the Ann Arbor Hands On Science Museum.	Community Engagement, Materials, Extra Curricular, Parent Involvement	Tier 2	Implement	09/04/2018	06/30/2021	\$1500	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Kindergarten Transitions	Incoming kindergarten parents will be invited to an informational meeting in the spring. Kindergarten staff will offer suggestions for summer literacy. Reading strategies will be modeled, and materials will be given to incoming students so they are able to begin kindergarten readiness activities.	Community Engagement, Materials, Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2021	\$1000	Kindergarten Classroom Teachers, Administration

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Leveled Science Books	Leveled science trade books will be purchased to enhance Tier II instruction with appropriate reading material.	Academic Support Program, Curriculum Development, Materials, Supplemental Materials	Tier 2	Getting Ready	09/04/2018	06/30/2021	\$1000	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration
Daily Guided Reading	The teacher works with a small group of students who have similar skills and reading processes. The teacher selects and introduces new books and supports children reading the whole text independently, making teaching points during and after the reading. During Guided Reading, the classroom teacher will focus, heavily, on non-fiction material including web based programs such as RAZ Kids/ Learning A-Z.	Academic Support Program, Materials, Technology, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$3500	Classroom Teachers, Title I, Title III and Resource Room Teacher
Plan and impliment PBIS (Positive Behavior Intervention Support)	Jefferson will define behavioral goals, policies, and procedures	Behavioral Support Program	Tier 1	Getting Ready	10/01/2018	06/30/2021	\$2000	Classroom teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Summer Bridge	Summer Bridge Literacy Program. Parents invited to attend an informational meeting to learn strategies for helping their children continue academics over the summer months. Parents given Summer Bridge Activity Books for children needing additional summer support.	Community Engagement, Academic Support Program, Materials, Parent Involvement, Supplemental Materials	Tier 2	Implement	09/04/2018	06/30/2021	\$2500	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-2020 Jefferson School improvement Plan (6)

Jefferson Elementary School

Math Centers	Staff will begin creating differentiated math centers for students at all levels.	Academic Support Program, Materials	Tier 2	Getting Ready	09/05/2017	06/30/2021	\$0	Classroom Teachers, Title I/III, Special Education Staff, Specials Staff, Administrator
Math Problem Solving Journals	Students will work on math problem solving skills, with teacher direction. The focus will be on students gaining a greater depth of knowledge of how to solve mathematical problems.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Adminstrator
Monitor the Implementation of Differentiated Instruction	Through walk through and program fidelity checks, the Principal will monitor the implementation of the Differentiated Instruction activities.	Implementation, Monitor	Tier 2	Implement	09/04/2018	06/30/2021	\$0	Principal and teaching staff
Math Academic Vocabulary Acquisition	Academic Vocabulary Acquisition - Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Tier II Reading Intervention	Teachers will use Jan Richardson's strategies to differentiate instruction.	Academic Support Program	Tier 2	Implement	09/01/2019	06/30/2021	\$0	All staff k-5
Professional Development for Literacy Support	Professional development to support literacy instruction.	Professional Learning	Tier 2	Implement	09/01/2019	06/30/2021	\$0	Teachers k-5
Monitor implementation of Guided Reading	Monitor the implementation of Guided Reading Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

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Number Talks	Five to fifteen minute conversations that builds students' vocabulary, computation, and mental math skills will be implemented. In a structured routine students learn a variety of math strategies using various manipulatives and advance organizers to further their understanding of math concepts.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Math Workshop	Teachers will instruct students on math concepts and complete math tasks with students before working with small leveled groups for additional math instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom Teachers, Title I/III, Allied Arts, Special Education, Administrator
Monitor the Implementation of Vocabulary Development	Monitor the implementation of Vocabulary Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/05/2017	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Monitor the Implementation of Writer's Workshop	Monitor the implementation of Writing Strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Guided Writing Groups	Staff will work with at risk students in small guided writing groups. Skills based on need will be addressed in a small group setting, at the students' levels.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2018	06/30/2021	\$0	Classroom Teachers, Title I/III, Allied Arts, Special Education, Administrator

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-2020 Jefferson School improvement Plan (6)

Jefferson Elementary School

Learning Targets	Teachers will post, in kid friendly terms, the math power standards selected by each grade level. Each grade level will also post math leaning targets for the current unit being taught.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	09/01/2019	06/30/2021	\$0	All staff k-5
Literacy Coach Support	District Literacy Coach provides Tier II strategies to support classroom instruction.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2021	\$0	k-5 teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Alignment	Staff will align instruction (lesson planning) with district curriculum and pacing guides.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom Teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Implementation	Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Evaluate Counselor Program	Evaluate impact on student success via discipline and attendance records, surveys, and assessments.	Behavioral Support Program	Tier 1	Evaluate	05/01/2018	06/30/2021	\$0	OCI Admin, Elementary Counselors, Building Principals
Develop program	Define behavioral and mindset goals, develop program policies, procedures, curriculum and service delivery.	Behavioral Support Program, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	01/01/2018	06/30/2021	\$0	OCI Admin, Elementary Counselors, Building Principals

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Jefferson Elementary School

MTSS	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.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Daily Writer's Workshop	Teachers will provide time for Writer's Workshop, at least 4 days/week. During workshop time, the teachers will conduct mini-lessons, Guided Writing Groups, and provide guidance during silent writing time.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom Teachers, Allied Arts Teachers, Title I, Title III, Special Education, Administrator
Monitor the Implementation of Classroom Instruction That Works Strategies	Monitor the implementation of Classroom Instruction That Works strategies through walk through and program fidelity checks.	Monitor	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Monitor Counseling Program	Monitor implementation through counselor PLCs, logs, and principal meetings.	Behavioral Support Program	Tier 1	Monitor	01/01/2018	06/30/2021	\$0	OCI Admin, Elementary Counselors, Building Principals
Investigation and Inquiry	Classroom teachers will utilize the investigations in the Battle Creek Science kits to provide hands on Science lessons.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2022	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
Vocabulary Acquisition	Building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games. Grades K-2 will utilize Benchmark Phonics and Grades K-1 will use Language for Learning and Language for Thinking programs. Grades 3-5 will utilize the Benchmark Word Study Program.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator

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Jefferson Elementary School

Increase Understanding	Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administration
Guided Reading	The teacher works with a small group of students who have similar skills and reading processes. The teacher selects and introduces new books and supports children reading the whole text independently, making teaching points during and after the reading. During Guided Reading, the classroom teacher will focus, heavily, on non-fiction material.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/III, Allied Arts, Special Education, Administrator
MAISA Writing Units	Teachers will use the Oakland County MAISA Writing Units in conjunction with Writer's Workshop to teach different types of Common Core Writing.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Classroom teachers, Title I/Title III, Allied Arts, Special Education, Administrator
Monitor Classroom Instruction That Works Implementation	Monitoring of Classroom Instruction That Works Strategies during the instruction of social studies through walk through and fidelity checks.	Monitor	Tier 1	Implement	09/05/2017	06/30/2021	\$0	Classroom teachers, Title I/Title III, Allied Arts,, Special Education, Administrator