



School Improvement Plan

Fox Elementary School

Chippewa Valley 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 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I 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?

The comprehensive needs assessment was conducted by our Fox School Improvement Team and the Fox staff. Additional parent information was also provided. The Fox team met at various points during the year to review perception and assessment data, identify gaps, and recommend programs to be implemented. Parents participated by taking a perception survey and through presentations at PTO meetings. Perception data was also shared at staff meetings. Information regarding the schoolwide process was posted on the school website.

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?

Fox Elementary utilizes NWEA MAP assessment data for grades K-5 in reading and math. We also reviewed our state assessment data for the years 2015-16, 2016-17, and 2017-2018.

NWEA scores are reported by the percent of students at that percentile.

Kindergarten

Reading	Fall-15	Spring-16	Fall-16	Spring-17	Fall-17	Spring-18
25% or below - Intensive	17%	19%	11%	10%	11%	10%
26% - 40% - Strategic	13%	11%	10%	15%	17%	12%
41% or above - Benchmark	70%	70%	79%	75%	72%	78%

Math	Fall-15	Spring-16	Fall-16	Spring-17	Fall-17	Spring-18
25% or below - Intensive	28%	16%	18%	12%	9%	16%
26% - 40% - Strategic	17%	10%	27%	15%	8%	5%
41% or above - Benchmark	55%	74%	55%	73%	83%	79%

1st grade

Reading	Fall-15	Spring-16	Fall-16	Spring-17	Fall-17	Spring-18
25% or below - Intensive	24%	21%	23%	27%	19%	16%
26% - 40% - Strategic	19%	20%	11%	12%	14%	13%
41% or above - Benchmark	57%	59%	66%	61%	67%	71%

Math	Fall-15	Spring-16	Fall-16	Spring-17	Fall-17	Spring-18
25% or below - Intensive	32%	15%	24%	30%	20%	18%
26% - 40% - Strategic	17%	13%	12%	8%	13%	20%

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41% or above - Benchmark 51% 72% 64% 62% 67% 62%

2nd grade

Reading	Fall-15	Spring-16	Fall-16	Winter (test change)-17	Fall-17	Spring-18		
25% or below - Intensive		16%	16%	14%	14%		20%	19%
26% - 40% - Strategic	21%	20%	12%	13%		17%	17%	
41% or above - Benchmark	63%	64%	74%	73%		63%	64%	

Math	Fall-15	Spring-16	Fall-16	Winter-17	Fall-17	Spring-18		
25% or below - Intensive		13%	12%	14%	12%	11%	15%	
26% - 40% - Strategic	19%	14%	7%	8%	12%	16%		
41% or above - Benchmark	68%	74%	79%	82%	77%	69%		

3rd grade

Reading	Fall-15	Spring-16	Fall-16	Spring-17	Fall-17	Spring-18		
25% or below - Intensive		42%	32%	25%	15%	30%	17%	
26% - 40% - Strategic	17%	23%	14%	15%	7%	9%		
41% or above - Benchmark	31%	45%	61%	70%	63%	74%		

Math	Fall-15	Spring-16	Fall-16	Spring-17	Fall-17	Spring-18		
25% or below - Intensive		52%	42%	20%	18%	16%	23%	
26% - 40% - Strategic	17%	22%	19%	14%	10%	17%		
41% or above - Benchmark	31%	36%	61%	68%	74%	60%		

3rd grade state assessment: Data is reported by all students, white students, Hispanic students, EL, and economically disadvantaged. There is not a subgroup for students with disabilities.

Reading

2014-15 41%, 44%, 43%, 38%, 28% M-STEP
 2015-16 27%, 38%, 0%, 9%, 25% M-STEP
 2016-17 46%, 51% 25% 50% 40% M-STEP

Math

2014-15 45%, 49%, 43%, 52%, 33% M-STEP
 2015-16 32%, 43%, 0%, 13%, 25% M-STEP
 2016-17 55% 61% 16% 44% 51% M-STEP

4th grade

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Reading	Fall-15	Spring-16	Fall-16	Spring-17	Fall-17	Spring-18	
25% or below - Intensive		23%	30%	34%	33%	13%	13%
26% - 40% - Strategic	17%	14%	20%	13%	9%	10%	
41% or above - Benchmark		60%	56%	46%	54%	78%	77%

Math	Fall -15	Spring-16	Fall-16	Spring-17	Fall-17	Spring-18	
25% or below - Intensive		33%	33%	38%	40%	18%	28%
26% - 40% - Strategic	20%	22%	24%	11%	13%	23%	
41% or above - Benchmark		47%	44%	38%	49%	69%	49%

4th grade state assessment: Data is reported by all students, white students, Hispanic students ,EL, and economically disadvantaged. There is not a subgroup for students with disabilities.

Reading

2014-15 42%, 45%, 33%, 35%, 30% M-STEP
 2015-16 37%, 38%, ~, 21%, 20% M-STEP
 2016-17 18% 24% 6% 5% 13% M-STEP

Math

2014-15 38%, 42%, 25%, 30%, 32% M-STEP
 2015-16 33%, 36%, ~~, 31%, 30% M-STEP
 2016-17 54% 40% 0% 0% 13% M-STEP

Science

2014-15 6%, 5%, 17%, 4%, 2% M-STEP
 2015-16 8%, 9%, ~~~, 0%, 0% M-STEP
 2016-17 10% 16% 0% 0% 5% M-STEP

5th grade

Reading	Fall-15	Spring-16	Fall-16	Spring-17	Fall-17	Spring-18	
25% or below - Intensive		24%	12%	29%	14%	27%	24%
26% - 40% - Strategic		24%	18%	18%	12%	17%	12%
41% or above - Benchmark		52%	70%	53%	74%	56%	64%

Math	Fall-15	Spring-16	Fall-16	Spring-17	Fall-17	Spring-18
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25% or below - Intensive	27%	19%	28%	21%	29%	36%
26% - 40% - Strategic	21%	27%	19%	18%	13%	14%
41% or above - Benchmark	52%	54%	53%	61%	58%	50%

5th grade state assessment: Data is reported by all students, white students, Hispanic students, EL, and economically disadvantaged. There is not a subgroup for students with disabilities.

Reading

2014-15	49%	55%	23%	24%	30%	M-STEP
2015-16	61%	61%	57%	42%	57%	M-STEP
2016-17	50%	54%	37%	35%	45%	M-STEP

Math

2014-15	40%	45%	23%	18%	26%	M-STEP
2015-16	44%	49%	29%	26%	35%	M-STEP
2016-17	41%	44%	50%	20%	45%	M-STEP

Social Studies

2016-2017	12%	13%	0%	0%	11%	M-STEP
2017-2018						

Science

2017-18

Additional Year Long Data NWEA Demographic/Subgroup:

Subgroups (k-5) students above the 25th%

Math	RDG		Math		RDG		Math		RDG	Fall-15	Spr-16	Fall-15
Spr-16	Fall-16	Spr-17	Fall-16	Spr-17	Fall-17	Spr-18	Fall-17	Spr-18				
African American	67	65	81	68	61	56	66	73	70		72	
	MTH	RDG										
	Spring-18	Spring-18										
	62	76										
Hispanic	53	67	61	75	62	71	65	72	55		63	
	MTH	RDG										
	Spring-18	Spring-18										
	54	62										
White	72	81	79	81	81	83	82	85	88		84	
	MTH	RDG										

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Spring-18	Spring-18
80	86

Separating students by gender and also comparing tier 2-3 students and Tier 1 students.

Gender	Math 15-16		Reading 15-16		
	Fall	Spring	Fall	Spring	
Male	28	22	27	23	25th percentile and Below
	54	61	52	61	41st percentile and above
Female	34	25	23	20	25th percentile and Below
	46	56	57	60	41st percentile and above

2016-17 Data from NWEA Assessment

Gender	Math	Math	RDG	RDG	
	Fall-16	Spring-17	Fall-16	Spring-17	
Male	24	21	23	20	25th percentile and Below
	76	79	77	80	26th percentile and above
Female	25	23	23	17	25th percentile and Below
	75	77	77	83	26th percentile and above

Gender	Math	Math	RDG	RDG	
	Fall-17	Spring-18	Fall-17	Spring-18	
Male	18	23	23	19	25th percentile and Below
	82	77	77	81	26th percentile and above
Female	15	23	17	15	25th percentile and Below
	85	77	83	85	26th percentile and above

Summary of Student Data

Mathematics:

Our district measurement for math is the NWEA assessment. The 2017-18 data for K-5 showed a slight decrease across grade levels. The district implemented a new reading program this year and possibly has increased the focus on reading this year.

As a staff, we will further explore math interventions that are provided by the Bridges Mathematics publisher. We will also be working to schedule mini workshops for instructional staff provided by the Macomb ISD. Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to math interventions.

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Reading:

Our district measurement for reading is the NWEA assessment. There is an overall increase in students who are at benchmark from fall 2017 to spring 2018. All grade levels increased in their reading scores this year, except for fourth grade which was a slight decrease (1%)

As a whole school, our students have improved from fall 17 to spring 18 in reading when using NWEA data. The subgroups of African American and White showed reading improvement, Hispanics had a 1% decrease; this could have been due to transient students. Male and Females also showed an increase across reading.

This year our district selected a Journeys reading/writing series to implement for the 2017-18 school year in an effort to increase student achievement. Our district and school anticipates that this balanced reading/writing curriculum will continue to increase student proficiency in reading.

As a staff, we will work together to review our MTSS interventions and strategies that we are providing to our students. We will continue to utilize our Title I and At-Risk resources/funds to provide services to our identified students.

Program Process (no self assessment was required for the year 2017-18)

NCA Self-Assessment:2016-17

-Standard 1 Purpose and Direction: Overall Score 3.33

A. In the past there was a concern about the process of review of vision and mission. For the 16-17 school year we had a formal process and including stakeholders.

-Standard 2 Governance and Leadership: Overall Score 3.67

A. School needs to update staff handbook

B. In the past there was a concern with a lack of consistency with analysis and publication of survey results. For the 2016-17 school year we made a consistent effort to share survey data with staff.

-Standard 3 Teaching and Assessing for Learning: Overall Score 3.42

-Standard 4 Resources and Support Systems: Overall Score 3.43

A. Policies for staff hiring, placement of teachers, teacher retention and other policies not always clearly defined or communicated.

B. Fiscal resources are not distributed equitably, i.e. Latchkey Funds

C. Instructional Time compromised with all of the new instructional changes/programs..."Protected Instructional time". Schedules need to be reviewed and coordinated to ensure effectiveness.

D. Mechanical problems with technology and not maintained in timely manner.

E. Stakeholders are not informed of maintenance to school environment: please communicate items such as green school and beautification so community members can be more involved

F. Students are allowed to struggle before further intervention or testing. Concern with SST process.

-Standard 5 Using Results for Continuous Improvement: Overall Score 3.0

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- A. Staff would like additional support to understand and apply new programs that have been implemented.
- B. Staff feels like they are not provided with enough time to collaborate on curriculum and student needs. Additional support time is needed throughout the year to collaborate with each other and share strategies.

Perception Data:

Parents: Our AdvancEd survey was administered in the 2017-18 school year. Of the 434 families (Youngest and only) eligible to take the survey, 50% responded which is an increase from the 38% in the previous year. Parents were pleased with teacher quality, the caring atmosphere of the school, school administration, and the wonderful communication between staff and parents.

Areas of concern based upon the survey included opportunities to challenge students who are advanced academically, the amount of time for lunch and quality of food.

These areas of concerns were addressed in expanding after school activities to help challenge students. Our Fox MTSS interventions now also has challenging activities for students at or above grade level during intervention time. Other examples include Lego Robotics, Science Olympiad, and music exploration.

Exterior and interior improvements such as landscaping, interior murals and painting, and other upgrades continue to be made at Fox to add to our appeal. Additional improvements will continue to be made.

The lunch time has been made more efficient by streamlining payment of meals prior to lunch.

Students have 30 minutes to eat lunch and that time is not flexible. Students have choice of hot lunch, turkey sandwich, peanut butter and jelly, chef salad, or ham sandwich. Fruits and vegetables are offered to promote healthy choices in keeping with state and federal lunch program standards. We will continue to work with parents to ensure kids have healthy choices.

The PTO has been very supportive for Fox Elementary. Our goal will be to bring an awareness to our parents and inform them of how the funds are used to support the students at Fox Elementary.

Staff: Out of 60 staff members, 34 people responded to the survey. This included teaching, para-educators, secretarial, custodial, lunch room, and library staff members. Respondees were pleased with the collaboration between staff. The caring nature of the staff members and administration.

Areas of concern included class size, parental involvement, the amount of district/state testing, lack of an Assistant Principal, and interrupted teaching time.

Overall there were many more positives than negatives or concern areas.

Demographic Data:

Total Students: 548

Average Daily Attendance: 94.7% Tardies: Averaging 15-20 per day

Truancies: 5 referred

Free and Reduced Lunch: 36%

Hispanic: 10%

2017-2018

Student Count:545

Average daily attendance: 88%

Tardies:15-20 per day

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Truancies: 8 referrals

Free and reduced lunch: 43%

Hispanic: 9%

New students since December 2017: 31 new students

Suspensions 2016-2017: In School: 25 occurrences and 17 days Out of School: 22 occurrences and 26 days

For the 2016-17 school year, 383 referrals have been recorded as of 6-14-17. These referrals are from 127 different students.

Suspensions 2017-2018: In School: 19 occurrences and 13.5 days Out of School: 32 occurrences and 28 days

These occurrences for in school and out of school have all pertained to 10 different students.

Conclusions

Areas of Priority:

1. Content areas

a. Reading: Our school and district anticipates continued growth in ELA with the new implementation of our Journeys RDG and Writing series that will begin in the 2017-18 school year. MTSS processes and interventions will continually be reviewed and restructured as needed to maximize effectiveness.

b. Math: Overall our K-5 have shown improvement in math proficiency as measure by NWEA and because we exceeded our proficiency targets in the 2015-16 M-Step data. Our school continues to work hard to identify interventions and strategies aimed at improving the achievement. Trend data shows that our Hispanic, EL, and ED students have scored lower on state math assessments than our white students. As a staff, we will further explore math interventions that are provided by the Bridges Mathematics publisher. We will also be working to schedule mini workshops for instructional staff provided by the district. Additional resources provided by the MISD may also be considered. Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to math interventions.

c. Science: As a school, we intend to continue to meet as a team to discuss the science curriculum, NGSS, and units/lessons that are now available to teachers on the district's Rubicon Atlas. This website houses the district's science curriculum, yearlong maps, and other available resources. Another measure that our instructional staff and administration will take to improve proficiency will include coordinating with our district science curricular leaders in an effort to see what more our teachers can do to prepare our students for state assessments and to ensure they are completely teaching the state science standards throughout the year. Additionally our school did meet and exceed our 2016-17 M-Step science proficiency target.

d. Social Studies: Our school did meet and exceed our 2015-16 M-Step social studies proficiency target.

Our building, all instructional staff will begin using our district provided Rubicon Atlas which houses curriculum and pacing guides as well as lesson plans/ideas for teachers to use in all grade levels. Our district continues to add resources for teachers to utilize in their curriculum.

2. Subgroup concerns:

Math is a area of concern for all subgroups at this time. We will continue to review our math interventions and review all possible ways to improve math proficiency for all subgroups. In reading, all subgroups increased, except the Hispanic group that went down by 1%. This could be due o possible transient population.

3. Perception data:

On the school self-assessment, perception data from both parents and staff has improved from the 2016-17 to 2017-18 school year. Our staff and parents continue to point out their satisfaction with our caring culture and community.

4. Demographic trends:

An increase in bi-lingual students and second language learners will continue. Our school is now beginning to receive more students from Eastern European backgrounds with limited English Proficiency. The economically disadvantage population continues to slowly increase or stabilize. We anticipate the mobility rate will remain or increase due to the availability of rental properties (apartment, condos, and mobile home). Tardies continue to be a concern.

5. Discipline: Suspensions and office referrals continue to impede student learning. Our current school-wide PBIS system will continue to be reviewed and revised in order to promote an increase in positive behavior. Additional strategies will be researched and reviewed by school staff in order to positively impact our student discipline numbers.

6. Professional Development: PD for Journeys will be provided by the district for teachers to properly implement the new reading/writing series. Ongoing support for math and reading are provided by the district.

7. Climate and Culture: Our school continues to implement and promote a growth mindset with all staff and students. The Growth Mindset is celebrated with our students on a daily basis and at each PAWS assembly when students are awarded Growth Mindset awards.

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.

The priority areas to establish school goals.

Reading: All students will improve in reading across the curriculum.

Math: All students will be proficient in math.

Climate and Culture: All students will feel safe and engaged at Fox Elementary.

We have (MTSS) Multi-Tiered Systems of Support in place for math and reading. Our subgroups (Hispanic, African American, EL, and ED) represent a large percentage of our Tier 2 and 3 intervention groups.

While science and social studies may not be the main focus as compared to reading and math, we are continuing our efforts to be diligent in implementing the district scope and sequence for these content areas.

MTSS at Fox also includes Positive Behavior Intervention and Support. By implementing PBIS strategies and instruction with our students we are able to address the social, emotional, and physical needs of our students. For example, Growth Mindset and Habits for Happy Kids are implemented in our classrooms and schoolwide activities on a daily basis.

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?

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Our school improvement plan has addressed the core elements for all content areas. Our school has outlined an MTSS program in the areas of reading and math. Interventions in reading are provided by Title I, At-Risk Para-educators, Bi-lingual para-educators and classroom teachers. Our schoolwide Base Camps (30 minutes, 4 days per week) address the reading needs of our students who are Tier 2 and 3, while also aiming to challenge our Tier 1 students. Additional reading intervention support is provided to Tier 3 students in afternoon pullouts provided by Title I and At-Risk Para-educators and also in before and after school intervention programs with Title One Specialist Teachers (TOPS)

Math interventions are provided by Title I Program Specialist Teachers (TOPS). These interventions occur at various times throughout the day in a pull out system and in before after school intervention programs.

Component 2: Schoolwide Reform Strategies

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

Reading:

New comprehensive K-5 ELA Series (Journeys)

CITW (Classroom Instruction That Works)

MTSS (Multi-Tiered Systems of Support)

Technology

Small Group Instruction

Kagan Cooperative Learning

- Journeys K-5 reading program is a comprehensive ELA curriculum that has recently been implemented in the district for the 2017-18 school year.

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.

- MTSS is a multi-tiered system of support that ensures alignment with tier 1 instruction while also providing interventions for our Tier 2 and 3 students.

- Technology in our school is utilized within the classrooms and as a part of our MTSS. Our students utilize i-Pads, desktop computers, laptops, notebooks, and smart boards. Each classroom is equipped with a smart board and projector used by the teacher to aid instruction.

- Small group instruction that used in our classrooms and in our MTSS program as a part of our interventions. Students who are below grade level benefit from direct instruction while students at or above grade level are challenged.

- Kagan Cooperative Learning- involves students working cooperatively in various strategic ways using the Kagan Learning strategies.

Writing:

New comprehensive K-5 ELA Series (Journeys)

CITW (Classroom Instruction That Works)

Thinking Maps

Small Group Instruction

Kagan Strategies

- Journeys K-5 reading program is a comprehensive ELA curriculum that has recently been implemented in the district for the 2017-18 school year.

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.

- Thinking Maps are a key component of our writing process. Multiple forms of maps are used to help students organize their thinking and prepare to begin their writing pieces.

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- Small group instruction takes place as our students conference with their peers and classroom teacher.
- Kagan Cooperative Learning- involves students working cooperatively in various strategic ways using the Kagan Learning strategies.

Math:

Bridges

CITW (Classroom Instruction That Works)

Use of Models and Tools

Small Group Instruction (MTSS-Using TOPS teachers)

Kagan Strategies

- The Bridges Math program is used as our school's primary elementary resource for daily math instruction. It is a comprehensive kindergarten through fifth grade curriculum that focuses on developing children's conceptual understanding in ways that produce life-long mathematical skills. It was developed by The Math Learning Center and is research-based and field tested. Bridges offers a comprehensive standards-based curriculum as well as innovative supplemental resources. All the teaching materials promote strategies that emphasize conceptual understanding, procedural fluency, and problem solving skills through the use of visual models and coherent learning progressions. The curriculum focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.
- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.
- Use of Models and Tools (manipulatives used by teacher and students) are utilized throughout the Bridges math program on a daily basis. Models and tools are also a part of the work places and number corner component of the Bridges program.
- Small group instruction in each classroom is skill based and dependent on the needs of the students.
- Kagan Cooperative Learning- involves students working cooperatively in various strategic ways using the Kagan Learning strategies.

Science:

CITW (Classroom Instruction That Works)

Models and Tools

Close and Critical Reading

Kagan Strategies

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.
- Use of Models and Tools are utilized throughout our science lessons and activities. For example: thermometers, scales, scooters, pulleys, circuits, etc. These items allow students to make real-life connections.

- Close and Critical Reading involves the teacher working with the students in guided reading instruction. Students are taught the importance of rereading, highlighting, and answering important questions about the reading: What does the text say? How does the text say it? What does the text mean? How does the text transform me as a reader?
- Kagan Cooperative Learning- involves students working cooperatively in various strategic ways using the Kagan Learning strategies.

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).

Quality of instruction is improved by using multiple schoolwide strategies.

Classroom Instruction That Works allows teachers to implement evidence based instructional strategies that are shown to increase student achievement. CITW requires that teachers set the environment for learning, help students develop understanding, and allow students to extend and apply their learning.

The utilization of technology allows our students to integrate 21st century tools to aid in their learning and exploration of the real world. Students realize how technology is used in all aspects of learning and how to make best use of technology in their own learning. Technology is also used as an assistive tool for students needing support.

Small group instruction aids in the quality of instruction. Small groups allow teachers to provide differentiated instruction to students, while cooperative learning experiences engage students in higher level thinking.

Models and Tools improve the quality of instruction because they help students understand concepts and make applications to real life.

Close and Critical reading improves the quality of instruction as students are taught how to answer four important questions associated with this strategy: What does the text say? How does the text say it? What does the text mean? How does the text transform me as a reader? CCR is used across all content areas to promote deeper thinking during the reading process.

Quantity of instruction is improved by using multiple schoolwide strategies.

MTSS - Multi tiered systems of support allows the quantity of instruction to improve by targeting all students based on their individual needs in addition to core instruction. In addition to the MTSS framework, Bridges Math supplemental interventions will be utilized in greater depth at the classroom level.

Bridges Math - The Bridges program is structured so that students are recommended to be engaged in math on a daily basis for 90 minutes. This has increased opportunities for students to learn the conceptual aspects of math and talk through ways to solve math problems. Bridges has provided consistent curriculum throughout the district.

Kagan Cooperative Learning- involves students working cooperatively in various strategic ways using the Kagan Learning strategies. These strategies can be implemented in a variety of ways in all subject matters. These strategies allow students to both gain and share information.

Growth Mindset- teaches students and staff to put forth effort in all that they do while using a growth mindset instead of a fixed mindset. Growth Mindset ideas, resources, and activities are provided to teachers and students and are also presented at schoolwide PBIS assemblies and in the classroom. The goal is for students to have a growth mindset in academic and non-academic areas.

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

Multi-Tiered System of Support (MTSS) is a responsive framework that provides instruction, interventions, and supports intended to meet the needs of the whole child (academic, behavioral, physical, social, and emotional). Based on an aligned curriculum, the core instruction, interventions, and supports are organized along a continuum to meet the needs of each learner. Tiers (Tier 1-3) are intended to be layered with intensification of supports as matched to learner need.

In the MTSS process, assessment data is collected at each tier to allocate resources and increasingly layer more intense research-based interventions matched to students' needs. The goal of MTSS is to address small learning gaps before they become overwhelming, and to improve overall student achievement (NYSED, 2008). According to the Michigan Department of Education (2014), the integration of the MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners.

Bridges mathematics program is a comprehensive K-5 curriculum that equips teachers to fully implement common core state standards that are rigorous, coherent, engaging and accessible to all learners. Bridges is both research based and field tested. It was developed through the Math Learning Center; an organization originally funded by the National Science Foundation to improve the teaching and learning of mathematics. Bridges students become confident mathematical thinkers and motivated learners with the ability to explore new ideas and articulate their insights and questions.

Bridges intervention is a resources designed for mathematics intervention in Tier 2 environments providing targeted instruction and support within the RTI framework.

Intended to complement regular math instruction, Bridges intervention is ideal for small groups and can also be used with individuals. Students work with models that spur thinking and build confidence - starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, progress monitoring is key to the program. Each focused 30 minute session is matched to student needs.

Bridges intervention was written to address key numeracy and computation skills and concepts for each grade level K-5. Specifically, Bridges Intervention deals with those clusters identified as major within the following domains: Counting & Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, and Number and Operations: Fractions.

Math Learning Center, www.MathLearningCenter.Org

Classroom Instruction that Works (CITW) - Chippewa Valley Schools has trained all teachers in the use of CITW strategies based on research compiled in the second edition book. The second edition builds on the research in the original publication and incorporates findings from a study that clarifies the concepts related to each of the nine categories identified in the first edition (Beesley & Apthorp, 2010). It also uses an analysis of the literature published since the first edition to provide an updated estimate of each strategy's effect on student achievement.

Dean, C.B., Ross Hubbell, E., Pitler, H., and Stone Bj (2011). Classroom Instruction That Works, 2nd Edition. ASCD: Alexandria, Virginia.

Models and Tools - Models and Tools improve the quality of instruction enabling students to understand concepts and make applications to real life. They are utilized across content areas to help students visualize concepts and solve problems.

Close and Critical Reading: Critical reading is an analytic activity. The reader rereads a text to identify patterns of elements--information, values, assumptions, and language usage--throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole. Critical thinking involves bringing outside knowledge, biases, and values to evaluate the presentation and decide what ultimately to accept as true. In the end, readers must take control of the text, not just repeat its assertions. At its core, critical reading involves becoming the author of one's own understanding.

Dan Kurland, www.criticalreading.com

Small Group Instruction - Instruction involves grouping so that opportunities for explicit, skills focused teaching in small groups can increase. Findings reveal that students receiving instruction in small groups learn significantly more than students not in small groups.

Differentiating Instruction Making it Happen in the Classroom, www.Macmillian/McGraw-Hill.org

Kagan Cooperative Learning- involves students working cooperatively in various strategic ways using the Kagan Learning strategies. The Kagan strategies are work cohesively with cooperative learning. Our Bridges Math program is one area that allows us to incorporate Kagan Learning strategies. Kagan strategies are used in all subject areas that we are working in to improve proficiency.

Growth Mindset- Growth Mindset involves implementing the ideas of Dr. Carol Dweck. Students are taught the differences between a fixed and growth mindset, shown examples, and are continuously reminded of how to put forth effort and use a growth mindset. Additionally, students are regularly recognized for using a Growth Mindset.

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.

Reading

Grade Span: K-5

Interventions: Title One para-educators provide small group instruction to students not mastering the state's reading standards. Intervention is provided during Base Camps and Pull out programs (30 minutes per day, four days per week). Additionally, classroom teachers provide small group instruction focusing on specific target areas during their literacy blocks.

Additionally, Title One Specialist (TOPS) teachers are used for am and pm interventions both during the day and before or after school. Interventions involve both math and ELA curriculum.

K-2 Interventions Available: I-Read, Lexia Core 5, Journeys Interventions (ELA series) for Tier 2 and 3 students (Leveled Readers), Language for Learning, and Small Instruction Groups (Journeys)

3-5 Interventions Available: I-Read, Lexia Core 5, Success Maker, Rewards, Language for Learning, Small Instruction Groups, Journeys Intervention from ELA series (Write in Readers and Leveled Readers)

Writing

Grade Span: K-5

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Interventions: Classroom teachers provide small group instruction to students not mastering the state's writing standards. Intervention is and will continue to be provided with the new Journeys reading/writing series and its components

Math

Grade Span: K-5

Interventions: TOPS (Title One Program Specialists) teachers provide small group instruction using the Bridges Math Intervention materials. Additionally, select students are also able to attend the before and after school math programs. TOPS teachers also push in to math classes as needed or scheduled during the day.

Interventions Available K-2: Bridges Math Interventions and Push-In during Bridges Curriculum

Prodigy Math-Optional

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

All students are progress monitored two to three times per year using the district NWEA (MAP) benchmark assessment in math and reading. ORF for fluency is administered to all grades to assess reading fluency at the beginning of the school year to identify groups for intervention. These assessments are used at school data meetings to identify students for Tier 1, 2 and 3 instruction. Star reading assessment has been used in grades 1-5 for all students identified as needing intervention and this specific monitoring tool. All progress monitoring takes place bi-weekly.

Formal data review meetings take place three times per year. Informal data review meetings occur as needed throughout the year.

Teachers, para-educators, bi-lingual and principal attend the formal meetings. The informal meetings require classroom teacher attendance.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	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.	Yes	Yes, all instructional paraprofessionals meet the NCLB requirements for highly qualified. Documentation of their qualifications are held on file in the District Office of Human Resources and within the principal's office.	

Label	Assurance	Response	Comment	Attachment
	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.	Yes	Yes, all teachers meet the NCLB requirements for highly qualified. Documentation of their qualifications are held on file in the District Office of Human Resources and within the principal's office.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

For the year 2013/2014, one teacher retired.

For the year 2014/2015, one teacher transferred within district to another building for the purpose of scheduling.

For the 2015/2016 school year one teacher was transferred internally to Fox due to loss of section in another building.

For 2016/2017 school year, two teacher retired.

For the 2017/2018 school year, two teachers retired, two para educators retired.

Teaching staff has remained relatively intact as student population has not fluctuated.

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

0-4 years: 5

5-10 years: 8

11-15 years: 4

16-20 years: 7

20+ years: 5

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

- Diversity of student population
- Strong growth mindset initiative
- Parent involvement night (PEN Night)
- Strong PTO offers 30-40 events throughout the school year
- PTO offers financial assistance for field trips, supplies, building enhancements, teacher reimbursement, Santa shop, and curriculum materials/support.
- Giving Tree
- Food Drive
- After school clubs including run club, hockey club, Lego robotics, science Olympiad, music programs, and young Rembrandts.
- Student Council
- Emerald status in Green School
- Staff builds relationships during and outside of school
- Staff participates in evening events and other extracurricular events that are not mandatory.
- Academic support in extended day sessions
- Read Across America for reading month

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- Pizza Hut Book-It reading program
- Box Top contests
- PAWS assemblies
- United Shore Professional Baseball League Reading Program
- Supportive principal that encourages and supports professional growth
- Family Science Night
- DOGS-Dad's of Great Students (2017-18 will be the 2nd year of this successful parent involvement program)

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

- The district offers a competitive salary benefit package
- Upgraded technology in all buildings and classrooms
- Professional development offered through the year within and outside the district
- Updated curriculum
- Curriculum council support
- District identified MTSS plan
- Supportive Superintendent
- Opportunity to transfer within district
- Stable and increasing student population
- Fiscally responsible
- Teacher compensation for advanced degrees
- NCA accreditation
- Growth Mindset
- Relationship and Culture Building

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?

Fox Elementary does not have a high teacher turnover rate.

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.

- Bridges Math - District provided professional development has recently completed year 3 of implementation. Fox Elementary will extend the PD through exploring the interventions provided within Bridges. This was identified within our Comprehensive Needs Assessment and a goal in the SIP. This will be done at staff meetings. Dates TBD.
- ELA adoption - The 2017-18 school year was our first full implementation of the Journeys reading series. The district has provided PD and will continue to provide ongoing training to teachers on the ELA series. ELA is an identified gap within the Comprehensive Needs Assessment.
- Science - Building provided PD by the district science curricular leaders. PD will focus on ways to use Rubicon Atlas to implement the NGSS. Science is an identified gap within the Comprehensive Needs Assessment. It is anticipated that training will take place regarding the potential STEM curriculum in the science specials class should this new STEM curriculum be adopted for the 2017-18 school year.
- Home-school Connection - Fox will use the MDE Collaboration for Success Parent Engagement Tool to create a plan for engaging parents. The lack of parent engagement was identified in the Comprehensive Needs Assessment.
- Kagan - District provided professional development focusing on effective cooperative learning strategies. This is also a non-negotiable contained within Classroom Instruction that Works which is a district initiative. This strategy is outlined in component 2.
- Data Reviews - Building data reviews consisting of instructional staff, support staff, and administrator are used to identify students for tiered support. This data is used to identify gaps and ways to close the gaps for students most at risk of not meeting state standards. This is part of our Comprehensive Needs Assessment and SIP.
- Facilitators of School Improvement - FSI is used to review data, monitor the implementation of the plan, and coordinate with other district SIP chairs and administrators. We will use the time to review/revise our schoolwide and school improvement plans.
- Leadership Learning Series - This series is designed for administrators and school leaders to grow their leadership practices and to become aware of the key instructional strategies that should be evident within the classrooms. Information gathered from these sessions can also be used as professional development within the building. This training helps administrators identify greatest needs at the classroom and building level and ways to address those needs. This can be incorporated within Title or school improvement plans.
- Grade level and Cross-grade level meetings to align curriculum - This meeting time is provided to teachers in order to have conversations with peers within vertical and horizontal teams. This helps to align the curriculum and ensure student success. This was identified through our Comprehensive Needs Assessment and teacher survey as a way to close student achievement gaps.
- PBIS - This professional development provided by the building will be used to review and improve the current PBIS system. A team will meet to discuss ways to decrease student behavior referrals and promote positive behavior. This is identified within the demographic data.
- Growth Mindset- Staff and students continuously review ideas, activities, and resources related to using a Growth Mindset. Staff will be given ALICE training in the fall to assist in culture and climate.

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

Bridges Math - Chippewa Valley will be in its fifth year of implementation of the Bridges Math curriculum. The district will continue to provide professional learning as needed that will focus on mathematical concepts. At Fox Elementary, we will use designated staff meetings during the 2018-19 school year to revisit and go deeper with the interventions provided within that curriculum.

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ELA (Journeys Implementation) - 2017-18 was the first year of full implementation with continued professional development related to the new ELA curriculum. The 2017-18 school year was devoted to continued training of teachers in the selected Journeys reading series. In 2018-2019, the district will continue to provide additional professional development to insure fidelity of implementation across all grade levels and schools.

Science - Professional development will be provided by the district science curricular leaders at various times as needed for teachers at Fox Elementary. PD may focus on ways to use Rubicon Atlas to implement the NGSS. Teachers will identify standards and lessons at their grade level, map when the concepts are taught, and collaborate within grade level teams to design formative assessments. This professional learning was embedded as part of PD during Fox staff meetings during the 17-18 school year and will continue for 2018-19.

Home-school Connection - Fox will use the MDE Collaboration for Success Parent Engagement Tool to create a plan for engaging parents. Staff meetings throughout the school year will be designated to plan for ways to increase parent engagement and build home-school connections.

Data Reviews - Building data reviews consisting of instructional staff, support staff, and administrator are used to identify students most at-risk of not meeting state standards. Data reviews (half days per grade level) are done on a quarterly basis to ensure supplemental instruction is provided for those students. Additional mini-data reviews are conducted mid quarter and reported on staff meeting and half day release time. Additional MTSS team meetings take place on a quarterly basis and they help to guide our data reviews.

Facilitators of School Improvement - Our district administrators and building SIP team members have attended Facilitators of School Improvement provided by the Macomb ISD for the past six years. We meet five times throughout the school year so that building administrators and SIP teams are informed of state requirements and updates to the AdvancEd process. Opportunities are provided to review/revise schoolwide and school improvement plans. Additional learning that can be brought back to each building also takes place during these sessions. Fox Elementary will continue to attend FSI for the 2018-19 school year.

Leadership Learning Series - This series is designed for administrators and school leaders to grow their leadership practices and to become aware of the key instructional strategies that should be evident within the classrooms. Information gathered from these sessions can also be used as professional development within the building. This training helps administrators identify greatest needs at the classroom and building levels and ways to address those needs. The building principal has been part of this series for the past six years. The 2017-18 Learning Series focused on Culture Links. The Fox principal plans to attend the 2018-19 series as well.

Grade level and Cross-grade level meetings to align curriculum - This meeting time is provided to teachers at designated staff meetings in order to have conversations with peers within vertical and horizontal teams. Teachers will be expected to align their curriculum and look for patterns in which standards are not emphasized or may be absent. Grade level teams meet a minimum of five times per year and cross grade level teams meet about three times per year.

PBIS including Growth Mindset and Habits for Happy Kids - Each year, behavior referrals are reviewed to look for patterns and determine if any necessary changes are needed for our PBIS system. For the 2017-18 school year our Fox administrative team created videos and activities relating to PBIS, Growth Mindset, and Habits for Happy Kids. These resources are shared in schoolwide PAWS assemblies, staff meetings, and in classrooms. For the 2018-19 school year Fox will continue to provide updated information, activities, and resources relating to PBIS, Growth Mindset, and Habits for Happy Kids.

School Improvement Plan

Fox Elementary School

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	plan is attached.	2018-19 District PD

Component 6: Strategies to Increase Parental Involvement

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

During the 2018-19 school year parents will participate in SIP planning and meetings. Further parent information was provided by taking a perception survey and through presentations at PTO meetings. Furthermore, we will include parents in gathering information through surveys and meetings to include in our schoolwide planning.

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

a. Comprehensive Needs Assessment - Fox Elementary will have parent representation on the school improvement team for the 2018-19 school year. The purpose will be to analyze data, identify gaps and create goals for closing those gaps.

b. Schoolwide reform strategies - Currently parents act as volunteers for coaching for STEM activities. Additionally, Fox Elementary has parent volunteers within the classroom to work with students who need additional academic support or need to be challenged. Parents have had significant input in the needs to support kids at home regarding the math curriculum. Additionally, parents are given the opportunity give input on PEN nights. Parent volunteers are involved in our Watch Dog program, as mentors to our students. .

c.. Attract and retain highly qualified staff - Fox Elementary has a strong PTO which offers 30-40 events throughout the school year. The PTO offers financial assistance for field trips, supplies, building enhancements, teacher reimbursement, Santa shop, and curriculum materials/support. Our PTO is highly regarded by teaching staff.

d.. Professional Development - Parents will be informed of training opportunities provided to teachers and how this training will support students. The PTO has provided funds to help with the implantation of professional development. PEN nights provide training for parents to help support their child at home.

f. Parental involvement - Parents encourage other parents within the school to be become active through volunteering or other means of support. Through newsletters and the website, the PTO offers many opportunities for parents to be involved.

g. Preschool transition - Preschool transition information will be displayed on the Fox Website, PTO website and newsletter, and in the school newsletter. In the future, preschool students will be invited to PEN night with kindergarten. Parents and child will be invited prior to the school year to tour the building, become familiar with the staff, and engage in informal assessment. PTO attends preschool activities to foster relationships with parents and students. Preschool students are also invited to PTO sponsored events.

h. Assessment decisions - If parents have concerns regarding assessments, they can speak to the building principal to find out information as to the purpose of those assessments. In the Fox Newsletter, parents are informed on the NWEA testing, data reviews in which teachers utilize the assessment results, and how interventions are implemented based on data.

i. Timely and additional assistance - When a student is identified for intervention, a letter is sent home to inform them of the type of intervention, and length of service. Parents have the option of refusing service.

j. Coordination and integration of Federal, State, and Local resources - Families have been notified through a letter of how State, Federal and Local resources are used to support the academic achievement of children.

k. Parent involvement at our Growth Mindset and Love and Logic learning sessions for parents. District provided on Parent Saturdays Series.

l. DOGS-Dad's of Great Students- Throughout the year 1-2 dads per day will volunteer at Fox for a full day. dads will volunteer in all areas of the school working with staff and students.

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

- Participating in surveys and reviewing those results
- Parents will attend a school improvement team meeting.
- The SIP will be available to parents through Fox Elementary website
- An overview of the SIP will be given at a PTO meeting
- Parents are invited to provide feedback on the Title One Plan
- Parents will be involved in the revision of the Involvement Plan
- Parents will be involved in the school Parent/Student/Teacher Compact

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. See attached plan and policy.	Fox Parent Involvement Plan Title I Parent Involvement Policy

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

a. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators. Fox Elementary will inform parents about academic standards and assessments in the following ways:

- Fall curriculum night
- Conferences
- Common Core standards posted on school website
- World-Class Instructional Design and Assessment (WIDA) results for English learners will be mailed home to parents. The bi-lingual coordinator will work with parents to assist them in understanding the assessment results.
- PEN nights consist of reading and math activities and strategies taught by educators that parents can utilize to improve student achievement.
- PEN nights dealing with Growth Mindset and Love and Logic or other parenting tips
- Bridges Math curriculum information is provided on websites and through classroom communication
- Provide parents accessibility for M-Step sample items on school website
- Translation services provided by our Bi-lingual staff for parents both written and verbally as needed

b. Provide materials and training for parents - Fox Elementary offers training and materials in the following ways:

- Curriculum Night
- PEN Night for math and reading
- PEN nights for parenting tips
- Fox Elementary school website
- Fluency packets as needed
- Kindergarten backpacks consisting of reading, math, and motor activities
- Leveled reading packets provided for all students.

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- The math curriculum offers resources for parents to help support their child at home.

c. Training for school staff on the importance of parent involvement -

Fox Elementary recognizes the importance of building relationships with parents. Our main goal is to increase parent involvement, particularly parents living in poverty. As a school we will research effective ways to engage parents. Our school wide plan will outline professional development opportunities for staff and parents to build relationships between home and school.

d. Coordinate with parent involvement and other programs in the school -

Coordination with other programs for parent involvement include:

- Coordinating preschool programs including GSRP, ECSE, and Title III
- Family resources tab will be provided on Fox Elementary website
- Support and access to resources through school social worker
- Vision and hearing screenings are performed
- Smile Program Mobile Dentist is offered for all students.
- PEN night/Title I Book Fair
- DOGS-Dad's of Great Students

e. Provide information in a format that is understandable to parents-

Communication with parents is void of educational jargon. All acronyms are explained in language easily understandable. Examples include:

- Translation services both orally and written are provided when needed.
- School Messenger via phone, e-mail or text
- Remind, a texting service that allows communication to a group of people who signed up to receive messages
- Newsletters
- Math curriculum parent information offered using multiple languages
- Fox Elementary website
- Select curriculum resources are offered in English and Spanish

f. Provide other reasonable support as requested -

The administrative staff has an open door policy in which parents can feel comfortable to express concerns, offer suggestions, or ask questions. Additionally, parents are accommodated as reasonably as possible. Parents can make requests directly to the principal for consideration.

1118(f) Accessibility for disabled parents, LEP parents, parents of migratory children -

Parents with limited English proficiency

Bi-lingual para-educators are available to parents whose native language is other than English. Should that tutor not speak the parents' language, the Macomb ISD is contacted to secure a translator. Every attempt is made to provide written communication in the parents' native language.

Parents with disabilities

Fox Elementary is ADA compliant for those with physical disabilities. Parents who are unable to access the building can arrange conference calls or home visit by the classroom teacher. For those with hearing impairments, signing services are contracted and amplification devices are used through the building. When necessary, written documentation can be provided in braille or large print.

Parents of migratory children

A meeting is scheduled in advance to discuss transitions and how to best support the child during the absence. We will provide parents with assessment results to give to the new school (a copy will also be included in the school records). We will keep all lines of communication open with the new school. Upon return, we will meet with the parents to support the transition of their child. In absence of any records or

data, students will be assessed in order to meet their educational needs. Parents will be notified of the updated assessment scores.

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

All strategies will be evaluated using a structured protocol including the MDE evaluation tool. We will look at components of the schoolwide program to see if we are moving toward full implementation and to determine where we need to focus. Fox Elementary will ensure the involvement of parents in planning and reviewing the Title I schoolwide plan.

- Participating in surveys and reviewing those results
- Parents will be invited to school improvement team meetings.
- The SIP will be available to parents through Fox Elementary website
- An overview of the SIP will be given at a PTO meeting
- Parents will be involved in the revision of the Parent Involvement Plan
- Parents will be involved in the school Parent/Student/Teacher Compact

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

There will be an ongoing process of evaluating the effectiveness of programs. The MDE evaluation tool will determine if the schoolwide program has been effective. Data points will include:

- NWEA assessments
- Progress monitoring assessments
- Classroom based assessments
- State achievement data

Four meetings per year are held to discuss data points. Three additional meetings are conducted for the purpose of evaluating the effectiveness of the MTSS program. Grade level/PLC meetings are used to identify students for supplemental support.

The school improvement team uses the results of the evaluation of programs to modify the SIP. The team participates in the FSI series that guides thinking and processes for improving the schoolwide program. Parent survey results are an integral component of revisions to the schoolwide plan and the SIP. The Title I annual meeting provides an avenue for parents to offer suggestions for improvement. A cohesive partnership with parents, staff, and students ensures the success of the schoolwide plan.

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

The school-parent compact was developed with K-5 stakeholders that included representatives from the following groups: general classroom and resource room teachers, para-educators, parents, students, and building administration. The compact was presented to staff and to the PTO for input and revision. Consensus was sought from both groups.

The compact will continue to be reviewed with parents at curriculum night and again at fall conferences where parents, students, and teachers sign the compact. The compact will also be posted on the school website.

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Each year, the Fox SIP team along with the stakeholders mentioned above (staff, parents, and students) will meet to review the parent-school compact to discuss if any changes are necessary. Parent surveys will be used to help identify areas for improvement. Proposed revisions will be presented to the staff, to the PTO, and posted on the school website for comment. Together, as a team, the Parent-School Compact will remain a living document that will meet the needs of our students and Fox families.

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

The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

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. Fox Elementary is a K-5 school. Parent, Student, and Teacher compact has been uploaded.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	see attachment	Fox Parent Compact 2018-19

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

User Friendly:

Communication with parents is void of educational jargon. All acronyms are explained in language easily understandable.

Parents with limited English proficiency:

Bi-lingual para-educators are available to parents whose native language is other than English. Should that tutor not speak the parents' language, the Macomb ISD is contacted to secure a translator. Every attempt is made to provide written communication in the parents' native language.

Parents with disabilities:

Fox Elementary is ADA compliant for those with physical disabilities. Parents who are unable to access the building can arrange conference calls or home visit by the classroom teacher. For those with hearing impairments, signing services are contracted and amplification devices are used through the building. When necessary, written documentation can be provided in braille or large print.

Literacy Issues:

Fox Elementary will offer verbal support and services for parents with literacy issues. At curriculum nights, PEN nights, and various school events, parents will be given the opportunity to seek assistance in understanding and interpreting school documents. Additionally, phone messages will be sent as needed to offer assistance.

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?

Fox Elementary provides kindergarten kickoff. During this time, backpacks containing school supplies and various readiness activities are provided to kindergarten families. In 2017/2018 school year, Fox Elementary housed GSRP preschool for the third year. In an effort to make a connection with those students, they will be invited to various events offered through the school year. Preschool classes visit the kindergarten rooms for a short lesson via the kindergarten teacher. Preschool information will be displayed on the Fox Website, PTO website and newsletter, and in the school newsletter. Parents and child will be invited prior to the school year to tour the building, become familiar with the staff, and engage in informal assessment.

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?

Fox Elementary will be in its fourth year of hosting a GSRP preschool program. Preschool students are invited to PEN night with kindergarten. This will aid in the transition of entering kindergarten as well as becoming familiar with Fox staff, classroom location, and kindergarten expectations. As start and end times are different for each program, staff will make an effort to coordinate time for collaboration among kindergarten, preschool, and ECSE staff.

Fox Elementary has a transition program for the 5th graders entering middle school. Activities include:

- Counselor visit
- Middle school visit
- Extensive communication between elementary and middle school teachers
- Shared data review documents
- Parent orientation at the middle school

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?

Fox Elementary has teacher representation on District Curriculum Councils and seeks input from teachers regarding district academic assessments. Through data reviews, teachers discuss the validity and reliability of school based academic assessments and ways to use those assessments with fidelity. During data reviews, teachers discuss other assessments that are used to triangulate data so that an accurate picture of student achievement is obtained. Teachers have permission to use other data points beyond required assessments to provide student interventions.

The district requires NWEA to be administered in grades K-2 three times per year, and grades 3-5 twice per year. Fox Elementary has chosen to use additional assessments including Journey's ORF, Journey's assessments, and Bridges Math assessments.

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

The MTSS team meets four times per year to reflect on student data which helps determine tiered intervention for students. Additionally, grade levels meet three times per year for data reviews. During this time, teachers utilize NWEA data along with other assessments to determine student eligibility for classroom and supplemental interventions. State assessment data combined with NWEA data has been utilized to guide school improvement plans and aid in determining achievement gaps, particularly for our sub-group populations.

Title I personnel progress monitors students identified under Title I. Communication with classroom teachers and para-educators takes place in data review/MTSS meetings and during collegiate conversations. Biweekly, students are progress monitored and para-educators have opportunities to meet with teachers to discuss student progress. Additionally, students that are in K, 1, 2, and 3rd grades who score lower than the 50 percentile on the NWEA will receive a IRIP. The IRIP will give strategies to parents and teachers to aid in closing the GAP.

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.

Reading

Grade Span: K-5

Identification/Criteria for Selection: Students scoring at the 25th percentile or below on the NWEA (MAP) Assessment are considered to be tier 3 students and eligible for supplemental services. Students that score within the 26th-40th percentile (Tier 2) and struggle academically in reading are also intervened with. NWEA (MAP) assessments are completed in the fall and winter.

Students who are considered for exiting supplemental services are discussed during grade level data reviews. Each student is looked at individually in regards to their NWEA (MAP) assessment data along with either their STAR Progress Monitoring data, I-Read data (if applicable), Success Maker, Lexia, or any other interventions that have been identified for each specific student. Additionally, teachers and para-educators' (Reading and Bilingual) input is taken into consideration when determining whether or not students will exit supplemental services.

Writing

Grade Span: K-5

Identification/Criteria for Selection: Teachers use anecdotal notes and/or the district rubrics to evaluate student writing. Students that need additional support in order to meet state writing standards are supported in the classroom with small group instruction until the student masters grade level expectations.

Math

Grade Span: K-5

Identification/Criteria for Selection: Students scoring at the 25th percentile or below on the NWEA (MAP) Assessment are considered to be tier 3 students and eligible for supplemental services. Students that score within the 26th-39th percentile (Tier 2) and struggle academically in math are also intervened with. Students scoring below the 25th percentile in math on NWEA or other areas that suggest they are below grade level may be provided interventions by our TOPS (Title One Program Specialists) teachers. Due to available resources select students will be chosen for math interventions. Students that score higher than the 25th percentile and struggle academically in math are also considered with teacher input. NWEA (MAP) assessments are completed in the fall and winter.

Additionally, select students are also able to participate in an after school or before school math and reading programs that are instructed by our TOPS (Title One Program Specialists) teachers.

Students are progress monitored through the Bridges Math Curriculum intervention materials. TOPS (Title One Program Specialists) teachers review student progress monitoring data with classroom teachers in order to determine if supplemental services will continue.

Science

Grade Span: K-5

Identification/Criteria for Selection: Currently there is no additional supplemental service provided for students outside of the general classroom or the science special setting. Interventions are delivered through small group instruction within the general classroom. Small groups are identified by analyzing classroom assignments, unit assessments, and teacher observations.

Social Studies

Grade Span: K-5

Identification/Criteria for Selection: Currently there is no additional supplemental service provided for students outside of the general classroom. Interventions are delivered through small group instruction within the general classroom. Small groups are identified by analyzing classroom assignments, unit assessments, and teacher observations.

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?

Reading

Grade Span: K-5

Interventions: Title One para-educators provide small group instruction to students not mastering the state's reading standards. Intervention is provided during Base Camps and Pull outs (30 minutes per day, four days per week). Additionally, classroom teachers provide small group instruction focusing on specific target areas during their literacy blocks.

K-2 Interventions Available: I-Read, Lexia, small group instruction, Journey's interventions, and Reading A to Z.

3-5 Interventions Available: I-Read, Lexia, Success Maker, Rewards, small group instruction, Reading A to Z, and Journey's interventions.

Writing

Grade Span: K-5

Interventions: Classroom teachers provide small group instruction to students not mastering the state's writing standards. Intervention is provided during the writing block which occurs daily. Interventions are based on the Journeys curriculum

Math

Grade Span: K-5

Interventions: TOPS (Title One Program Specialists) teachers provide small group instruction using the Bridges Math Intervention materials. Additionally, select students are also able to attend the before and after school programs

Interventions Available K-2: Bridges Math Interventions

Interventions Available 3-5: Prodigy Math program

Science

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

Social Studies

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

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

Reading: Teachers currently differentiate reading instruction through the use of leveled books during small group instruction. Journey's comprehensive ELA program is being utilized for all grade levels.

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For the 2017-18 school year, all teachers will utilize the Journeys components for all daily teaching, differentiation, and interventions and will continue in the 2018-19 school year.

Writing: Classroom teachers provide small group instruction based on student needs. Teachers work with students to incorporate the essential components of writing that includes ideas, voice, style, organization, and conventions, utilizing Journey's writing program.

Cooperative learning is used extensively in the writing process.

Math: Differentiation in math is supported by the use of manipulatives, cooperative learning, Kagan strategies, and multiple problem solving strategies. Technology through the use of a smart board is another aspect of differentiation.

Science and Social Studies: Leveled readers are provided to use by students as research material. Video clips are an integral part of explaining key concepts. Lab experiences are a significant part of the science curriculum. Distance learning is utilized in both science and social studies. Cooperative learning experiences are also imbedded in the curriculum.

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.

- Title I funds and State Section 31a funds are a main source of financial support to the supplemental services budget of the building. These additional, supplemental financial resources help support students in reaching the academic goals set by staff. The additional staff and resources purchased through grant funds assist in the provision of a tiered system of intervention support (MTSS) to the students.

- Federal Resources, Programs, and Grants: Title I, Part A, Title II, Part A, Title III (ESL)

o Title I, Part A:

4 Para-educators (each @ 1.0 FTE) (Reading/Math), 2 Title I Teacher Specialists (TOPS) (each @ 1.0 FTE), support materials for supplemental instruction, summer school instruction, professional development for staff, parent involvement and education via our district's T-1 funded Parent Education Network (PEN) (5 liaisons @ 1.0 FTE, 1 liaison @ 0.5 FTE), technology (hardware and software), book fairs, extended-day tutoring

o Title II, Part A:

Professional development identified at district level for teachers, para-educators, and administrators

o Title III, ESL:

3 ESL Para-educators (each @ 1.0 FTE) via extended-day/year tutoring services to eligible bi-lingual students; Parent Education services, Parent Night events, book fairs, support at Parent/Teacher conferences; an ESL Parent Liaison (at 0.66 FTE) provides assistance to ESL parents with language acquisition and other needs associated with their children's language acquisition, assessment, overall progress, etc.

o Based on school wide goals, the federal funds provide students with resources and supplemental instructional support required for success in school. With ongoing assessments and data analysis, students are placed in appropriate intervention-based support programs. Grant funded staff and programs are decided cooperatively at the building and district levels, and are developed to meet the needs and goals of the identified students.

o Title I funds have provided the support services of 4 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2. In addition, Title I funds have been used to provide approximately 1400 hours of core content area support from 2 certified teachers (TOPS) working with identified, eligible students in the upper grades (3-5).

o Title II funds provide professional development opportunities for the school's teachers and administrator to attend training in areas relating to the District and School Improvement Plans.

o Title III funds provide the funds for ESL book fair opportunities for students and their families, and other services provided by the district's Title III funded Parent Liaison.

- State Resources, Programs, and Grants: Section 31a (At Risk) Grant, GSRP

o Section 31a funds provide the services of one para-educator (1.0 FTE) who provides instructional support to identified, eligible students in the core content areas, focusing on Reading and Math in grades K-3. This grant also provides the funding support for one 0.5 FTE Social Worker, who provides appropriate services to identified, eligible students, and 3 ESL para-educators (each @ 1.0 FTE) provide English acquisition support services to eligible students

o GSRP (Pre-school):

Pre-school education program via attendance in one of two half-day programs (AM/PM) with a certified teacher (1.0 FTE) and a highly qualified associate teacher (para-educator) (1.0 FTE) for eligible students

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- o The Great Start Readiness Program (GSRP) grant provides an academic pre-school program to identified, eligible students. The sessions are conducted by one certified, ZA endorsed teacher, and one highly qualified (per GSRP standards) para-educator.
- o Fox Elementary uses general funded Kindergarten teachers and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.

- Local Resources, Programs, and Grants: District General Funds, Bond Funds, Technology Support, PTO funds

- o District General Funds provide the resources of Data Director, PowerSchool, and other similar programs/services for maintaining accurate student data.
- o Bond funds provide building and technology updates
- o Technology Support is extended to all buildings for the benefit of all students and teachers, and are used to maintain and/or replace/update technology as needed
- o PTO funds are used to enrich the academic and social development of all our building's students (book fairs, field trips, fun nights/events, library books/materials, class parties, etc.)
- o Fox Elementary uses general funds and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.

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.

1. Comprehensive Needs Assessment: General Funds, Title I-A, 31a:

- Title I funds have provided Fox Elementary with support staff (para-educators, TOPS teachers, Social Worker)
- These support services are provided based on the examination of data, obtained throughout the school year at regular intervals (MAP assessment, 4x/year), and reviewed at grade-level "data review" meetings throughout the school year, comprising our needs assessment for academic growth.

2. School-Wide Reform Strategies: Title I-A, Title II-A, Title III, 31a, General Funds:

- These support services are provided based on the examination of data, obtained throughout the school year at regular intervals (MAP assessment, 4x/year), and reviewed at grade-level "data review" meetings throughout the school year, comprising our needs assessment for academic growth.
- Title I funds have provided the support services of 4 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2. In addition, Title I funds have been used to provide approximately 1400 hours of core content area support from 2 certified teachers (TOPS) working with identified, eligible students in the upper grades (3-5).
- Title II funds provide professional development opportunities for the school's teachers and administrator to attend training in areas relating to the District (DIP) and School Improvement (SIP) plans.
- Title III funds support the ESL book fair opportunities for students and their families, extended-day and extended-year tutoring for students and parents, and other services provided by the district's Title III funded Parent Liaison.
- Section 31a funds provide the services of one para-educator who provides instructional support to identified, eligible students in the core content areas, focusing on Reading and Math in grades K-3. This grant also provides the funding support for one 0.5 FTE Social Worker, who provides appropriate services to identified, eligible students. 3 ESL para-educators provide English acquisition support services to eligible students
- District General Funds provide the resources of Data Director, PowerSchool, and other similar programs/services for maintaining accurate

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student data.

3. Highly Qualified Staff: General Funds

- Chippewa Valley Schools regularly sends representatives to attend job fairs in order to recruit highly qualified teachers in elementary grades, and other grades specific to content areas. The district advertises in local newspapers, on the district's cable channel, on local cable stations, and at colleges. The Human Resources department notifies local colleges/universities of our openings. This is all provided from the district's general funds.

4. Attract and Retain Highly Qualified Staff: General Funds, Title I-A, Title II-A, 31a, General Fund

- The district participates in the MISD's "New Teacher Academy" (General Fund)
- Professional development opportunities in-district and in-school (T-1,A, T-2,A, 31a)
- Child Record Review (General Fund)
- Technology driven instruction to close achievement gaps (General Fund, T-2,A)
- Updated technology (hardware/software) (General Fund)

5. Professional Development: General Funds, Title I-A, Title II-A

- Title I and Title II funds have supported the district's goals in having full teacher participation in programs such as Classroom Instruction That Works (CITW), Teacher Leader, Facilitators of School Improvement, Math content training (Bridges @ K-5, CP3 @ 6-8)
- Title II funds support professional development for early elementary teachers via training opportunities provided by the MISD in topics that include Road to Reading, Road to the Code, K-PALS, 1st Grade PALS, 2-6 PALS, Growing Good Readers, etc.

6. Parental Involvement: Title I, A, Title III, ESL, Section 31a, GSRP

- Parent involvement is a priority for all grant programs that provide services to students (not Title II, A).
- Title I and Title III have designated Parent Liaisons who actively provide information, ideas, and materials for involving parents in the education of their children.
- 31a, as of 2014/2015, allows for Parent Involvement support and is offered to all parents in all buildings via Parent Workshops and meetings, materials for parents to work with their children at home, annual Book Fairs (no cost to eligible students/parents)
- GSRP supports parent involvement via Parent Action Committee meetings, held 4x yearly

7. Pre-school Transition: General Funds, GSRP

- Fox Elementary uses general funds and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.

8. Assessment Decisions: General Funds, Title I, A

- General funds support the costs of district wide assessments that have been purchased and/or created for use in assessing student achievement.
- Title I funds are used in the purchase of diagnostic and intervention programs for use by identified, eligible students, such as STAR 360 (Reading and Math).

9. Timely and Additional Assistance: Title I, A, Title III, ESL, 31a

- Title I funds have provided the support services of 4 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2. In addition, Title I funds have been used to provide approximately 1400 hours of core content area support from 2 certified teachers (TOPS) working with identified, eligible students in the upper grades (3-5).
- Title III funds provide the funds for ESL book fair opportunities for students and their families, and other services provided by the district's Title III funded Parent Liaison.
- Section 31a funds provide the services of one para-educator who provides instructional support to identified, eligible students in the core content areas, focusing on Reading and Math in grades K-3. This grant also provides the funding support for one 0.5 FTE Social Worker, who provides appropriate services to identified, eligible students. 3 ESL para-educators provide English acquisition support services to eligible students

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

- The desired and anticipated Schoolwide status would allow Fox Elementary the ability to have full utilization of all funds and resources for all appropriate student and teacher support services.

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.

- Fox Elementary, as part of the entire district, participates in the National Free Breakfast and Lunch programs, organized and directed by our Food Services Department, and delivers free and/or reduced cost meals to students who are considered eligible based on the "Free and Reduced" meal program. Currently, the population at Fox Elementary is just over 40% poverty, the second highest level of poverty in the district. This program is vital for providing eligible students the ability to receive the nourishment needed to succeed in the academic setting of the classroom at school.

- Title I and 31a funds support the needs of all identified Homeless students. The Homeless Student Liaison (at Central Administration) attends all county meetings, receives all recent and updated information on legal practice and interpretation, and works with the Director of Grants to see that all allowable and available services are extended to all identified Homeless students. This includes supply/material/book costs, graduation fees, athletic and school fees, free lunch, free transportation (when appropriate), referrals to local food pantries and clinic services, and access to all T-1 and 31a support services.

- The Great Start Readiness Program (GSRP) grant provides an academic pre-school program to identified, eligible students. The sessions are conducted by one certified, ZA endorsed teacher, and one highly qualified (per GSRP standards) para-educator.

- Fox Elementary uses general and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.

Evaluation:

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

All strategies will be evaluated using a structured protocol including the MDE evaluation tool. We will review components of the schoolwide program to determine if we are moving toward full implementation and where we need additional focus. The school improvement chairs and administrator attend the Facilitators of School Improvement meetings at the Macomb ISD to review the schoolwide and school improvement plan. Fox Elementary will ensure the involvement of parents in planning and reviewing the Title I program by:

- Reviewing the school/parent involvement policy at the annual meeting
- Posting the parent involvement policy on the Fox Elementary website for parents to review
- Distributing and reviewing school/parent compacts at fall conferences
- Conducting a parent survey
- Reviewing parent survey results
- Revising parent involvement policy to incorporate suggestions based on the parent survey results
- Focusing on communicating with parents to increase parent involvement in the Title I program

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.

We use benchmark data, progress monitoring data, curriculum assessment data, and state assessment data to identify students at risk and in need of additional intervention and support. This data will also be used to evaluate the effectiveness of intervention programs on student achievement through the use of the MDE program evaluation tool. Fox Elementary will use the MDE tool to evaluate at least one high-impact program and will use an informal tool to evaluate the effectiveness of other programs.

Parents will be involved in indicators of academic achievement through a variety of ways such as: the annual education report, parent-teacher conferences, Title I progress reports, Powerschool, and state assessment communication.

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.

We look at growth based on benchmark data that includes NWEA, Journey's ORFand assessments, Bridges math assessment data, end of unit assessments, and state achievement data. Classroom teachers meet with intervention specialists to share data and make adjustments to student interventions as necessary. We communicate to parents the progress their child is making and provide assessment results. The MDE program evaluation tool will determine if the schoolwide program has been effective. Programs, strategies, or initiatives are evaluated in a similar manner by the school improvement team, comprised of teachers, support staff, and parents.

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?

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There is an ongoing process of evaluating the effectiveness of programs. Grade level teams and interventionists meet to explore data and the impact of programming on student achievement. Teams make recommendations to the school improvement team. These recommendations are used to adjust as necessary the schoolwide program to ensure continuous improvement of students. Parents whose students are serviced in Title I are asked to provide input through a survey. The school improvement team reviews the findings from the program evaluation and seeks parental input for planning for the following schoolyear based on the evaluation of our programs. A cohesive partnership with parents, staff, and students ensures the success of our schoolwide plan.

2018-2019 Fox Elementary School Improvement Plan

Overview

Plan Name

2018-2019 Fox Elementary School Improvement Plan

Plan Description

2018-2019 Fox Elementary School Improvement Plan

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 improve in mathematics.	Objectives: 3 Strategies: 4 Activities: 33	Academic	\$25618
2	All students will be improve in reading.	Objectives: 3 Strategies: 5 Activities: 44	Academic	\$166964
3	All students will feel safe and engaged at Fox elementary	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$2800

Goal 1: All students will improve in mathematics.

Measurable Objective 1:

48% of All Students will demonstrate a proficiency in all claim areas in Mathematics by 06/30/2024 as measured by Spring 2024 state assessment.

Strategy 1:

Bridges - Staff will work together to implement Bridges math program.

Category: Mathematics

Research Cited: Bamberger, H. J., C. Oberdorf, K. Schulz-Ferrell. (2010). Math Misconceptions, PreK–Grade 5:

From Misunderstanding to Deep Understanding. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - (GR) Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together and continue to support the continued implementation of the Bridges program.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/07/2019	\$0	Other	Teachers, para-educators, principal

Activity - (I) Number Corner	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize number corner in their classroom.	Implementation	Tier 1	Implement	10/06/2014	06/07/2019	\$2200	Title I Part A	All teachers

Activity - (I) Work Places	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Work Places within the classroom as a part of the Bridges curriculum.	Implementation	Tier 1	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	math teachers

Activity - (M) Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cooperative learning will be monitored through walkthroughs in the classroom.	Walkthrough	Tier 1	Monitor	10/05/2015	06/07/2019	\$0	No Funding Required	Monitor(s)

Activity - (M) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PLC's will be used to evaluate cooperative learning.	Teacher Collaboration	Tier 1	Monitor	10/05/2015	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) PEN Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Pen Night for families and their children in order to familiarize themselves with activities and strategies that can be utilized at home. Families will also receive math kits to use at home.	Getting Ready	Tier 1	Getting Ready	10/06/2014	06/07/2019	\$3200	Title I Part A	All Staff
Activity - (I) Home School Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide families with information (provided by BRIDGES) as it relates to each math unit. Additionally we will utilize the MDE Collaborating for Success- Parent Engagement Tool Kit to build positive relationships between home and school.	Communication	Tier 1	Implement	09/05/2016	06/07/2019	\$0	No Funding Required	All Teachers, Building Principal
Activity - (E) Math Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate math assessment data in order to make data driven decisions regarding their students.	Evaluation	Tier 1	Evaluate	10/05/2015	06/07/2019	\$0	No Funding Required	All Teachers
Activity - (E) Walkthrough Checklist Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthrough checklist data will be evaluated to ensure fidelity of implementation.	Evaluation	Tier 1	Evaluate	10/05/2015	06/07/2019	\$0	No Funding Required	Monitor(s)
Activity - (GR) PD Continued for Bridges	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional professional development will be provided to teachers.	Getting Ready, Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/07/2019	\$0	Title I Part A	All instructional staff
Activity - (M) Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use grade level meeting time to discuss levels of implementation	Monitor, Communication	Tier 1	Monitor	09/01/2016	06/07/2019	\$0	Title I Part A	Instructional staff
Activity - (E) Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use assessment data to evaluate the impact of the program.	Teacher Collaboration, Evaluation	Tier 1		09/01/2016	06/07/2019	\$0	Title I Part A	Instructional Staff
Activity - (GR) Cross grade level PD to align curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align curriculum and explore ways to close achievement gaps	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/07/2019	\$0	No Funding Required	Instructional staff, building principal

Strategy 2:

CITW-Classroom Environment - Staff will work together to implement CITW strategies with a focus on classroom environment.

Category: Mathematics

Research Cited: Classroom Instruction that Works, second edition; Ceri B. Deam, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier: Tier 1

Activity - (I) Goals and Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) Non-linguistic representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff

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Activity - (I) Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitors will use the strategy implementation guide to focus their walkthroughs on creating an environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/07/2019	\$0	No Funding Required	Monitors
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) CITW Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understand the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Getting Ready	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) Kagan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be trained and will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Implement	08/31/2015	06/07/2019	\$0	No Funding Required	Building administrator, instructional staff

Measurable Objective 2:

48% of Bottom 30% students will complete a portfolio or performance to show growth in Mathematics by 06/30/2024 as measured by Spring 2017 NWEA/MAP.

Strategy 1:

Use of Models and Tools - Teachers will utilize models and tools in the classroom to assist students in moving their thinking from concrete experiences to abstract reasoning.

Category: Mathematics

Research Cited: Boggan, Matthew, Sallie Harper, and Anna Whitmire. 2010. "Using manipulatives to Teach Elementary Mathematics." Journal of instructional

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Pedagogies.

Tier: Tier 2

Activity - (I) Professional Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet within grade levels to organize and collaborate manipulatives and tools usage.	Teacher Collaboration	Tier 2	Getting Ready	10/06/2014	06/07/2019	\$3000	Title I Part A	All staff
Activity - (I) Classroom Instruction of tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will incorporate models and tools such as manipulatives, calculators, computer programs, and measurement tools to introduce, practice, and review mathematical concepts.	Direct Instruction	Tier 2	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) Demonstration of Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will demonstrate the proper use of mathematical tools that are appropriate to grade level concepts.	Direct Instruction	Tier 2	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (M) Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive data from the walkthroughs to understand the fidelity of implementation using models and tools.	Walkthrough	Tier 2	Monitor	10/05/2015	06/07/2019	\$0	No Funding Required	All staff
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze the models and tools walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/07/2019	\$0	No Funding Required	All staff
Activity - (GR) PD Bridges Intervention fpr Tier 2-3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to effectively implement the Bridges Intervention Component.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/07/2019	\$0	Title II Part A	District Math Curricular Leaders, Building Principal

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Measurable Objective 3:

48% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency is defined as a 5% gain in Mathematics by 06/30/2024 as measured by NWEA..

Strategy 1:

Small group instruction (MTSS) - Math support will be implemented for Tier 2 and 3 students.

Category: Mathematics

Research Cited: Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA:

Association for Supervision and Curriculum Development.

Tier: Tier 3

Activity - (GR) TOPS program development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/TOPS will collaborate to create a systematic plan for assisting small groups of identified Title 1 students.	Teacher Collaboration, Curriculum Development	Tier 3	Getting Ready	10/06/2014	06/07/2019	\$0	No Funding Required	Teachers/TOPS
Activity - (I) TOPS Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TOPS personnel will consistently differentiate instructional activities and offer extended day instruction. This funding is shared also in reading goal. Same funds.	Direct Instruction	Tier 3	Implement	09/06/2016	06/07/2019	\$4974	Title I Schoolwide	TOPS personnel
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will be used to evaluate feedback.	Evaluation	Tier 3	Evaluate	10/05/2015	06/07/2019	\$0	No Funding Required	All Staff
Activity - (I) SuccessMaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use SuccessMaker for an intervention.	Technology	Tier 3	Implement	10/06/2014	06/07/2019	\$3980	Title I Part A	Teachers
Activity - (I) Materials-TOPS Purchase Supplies and Materials for MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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(student and teacher resources such as binders, logs, books, leveled readers, supp. support materials for MTSS). These funds are shared with Reading Goal. \$8,264	Materials	Tier 3	Implement	09/06/2016	06/07/2019	\$8264	Title I Schoolwide	Principal and teachers
Activity - Parent/Community Involvement-Growth Mindset	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent and Community Involvement activities for growth mindset with a goal of improving academic achievement. Same funds as used in reading goal.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/07/2019	\$0	Title I Schoolwide	Staff

Goal 2: All students will be improve in reading.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2024 as measured by spring state assessment.

Strategy 1:

CITW - Classroom Environment - Staff will work together to implement CITW strategies with a focus on classroom environment.

Category:

Research Cited: Classroom Instruction that Works, second edition; Ceri B. Deam, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier: Tier 1

Activity - (GR) PD for CITW -ongoing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers were trained in CITW as of June 2016. We have two new teachers who will begin that training.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) Goals and Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	Other	All staff
Activity - (I) Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	Title I Part A	All staff

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Activity - (I) Non-linguistic Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/07/2019	\$0	Other	All Staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor(s) will use the strategy implementation guide to focus their walkthroughs on creating an environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/07/2019	\$0	No Funding Required	Monitor(s)
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/07/2019	\$0	No Funding Required	All staff
Activity - (GR) CITW Implementation Guide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understand the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Implement	10/06/2014	06/15/2018	\$0	No Funding Required	All staff
Activity - (I) Kagan Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District provided initiative for cooperative learning	Implementation, Professional Learning	Tier 1	Implement	08/30/2016	06/07/2019	\$0	No Funding Required	All classroom staff
Activity - Professional Development for Journeys Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional Development for teachers to improve reading instruction- includes PD and sub costs	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/07/2019	\$5000	Title I Schoolwide	Staff
Activity - (I) Journey's Comprehensive Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Journey's comprehensive reading program to instruct reading and writing in K-5.	Implementation	Tier 1		08/02/2017	06/07/2019	\$0	No Funding Required	All teachers

Strategy 2:

Multi-Tiered System of Support (MTSS) for Reading - Staff will work together to create a fluid MTSS support system.

Category: Learning Support Systems

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension."

Tier: Tier 1

Activity - (I) Close and Critical Reading- Close Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning for additional teachers as needed.	Implementation	Tier 1	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) Retelling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use retelling activities/strategies to aid in comprehension.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) Informational/Expository Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use guided reading/CCR to teach authors craft.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use guided reading/CCR strategies to teach summarizing.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor(s) will collect data to validate fidelity of implementation.	Walkthrough	Tier 1	Monitor	10/05/2015	06/07/2019	\$0	No Funding Required	Monitor(s)

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Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use PLC's to evaluate student data and guided reading/CCR implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) Parent Education Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent liaison will develop programs that involve parents in working with their children to encourage reading at home. Parent education nights will be offered.	Parent Involvement	Tier 1	Implement	09/01/2015	06/07/2019	\$2000	Section 31a	Principals, Parent education coordinator, teachers
Activity - (I) Purchase and Implement MTSS reading intervention programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and implement consistent interventions among grade levels. (Raz, I-Read, Lexia, Success Maker, Moby Max)	Academic Support Program	Tier 1	Implement	09/08/2015	06/07/2019	\$2500	Title I Schoolwide	Administration, Data Specialist, Instructional staff
Activity - (I) PD Adopted Reading Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on the adopted reading series.	Professional Learning	Tier 1	Implement	01/16/2017	06/07/2019	\$0	No Funding Required	ELA curriculum leaders, Building Administrator, instructional staff
Activity - Extended Day Provided By TOPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS support provided after school by TOPS teachers. Same funding as in math goal. \$4974 shared	Academic Support Program	Tier 3	Implement	01/04/2017	06/07/2019	\$0	Title I Schoolwide	TOPS teachers
Activity - Purchase Supplies and Materials for MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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(student and teacher resources such as binders, logs, books, leveled readers, novels, learning supplies, supp. support materials for MTSS)....This costs of \$8,264 will also be shared with the Math goal.	Materials	Tier 3		09/06/2016	06/07/2019	\$8264	Title I Schoolwide	Staff
Activity - Para-Educator Extended Day Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators to provide extended day services (tutoring/academic support)	Academic Support Program	Tier 3	Getting Ready	01/04/2017	06/15/2018	\$1740	Title I Schoolwide	Para-educators
Activity - (I) Journeys Reading Program PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to implement this new reading program. There will be training for core instruction, interventions, and the technology component.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/07/2019	\$5000	Other	District will provide training
Activity - Reading Intervention PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for staff related to intervention instruction	Professional Learning	Tier 2	Implement	09/03/2018	06/14/2019	\$3000	Title I Schoolwide	All teachers, support staff

Strategy 3:

Growth Mindset - The idea of a growth mindset will be instilled in our learners through discussions, assemblies, and classroom activities. Students will understand the importance of effort in all areas of school and will be reinforced by all staff.

Category: School Culture

Research Cited: Carol Dweck - Growth Mindset

Tier: Tier 1

Activity - (GR) Staff meeting roll out/assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The idea of a growth mindset and strategies will be discussed with students and staff.	Getting Ready, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/07/2019	\$0	No Funding Required	All staff

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Activity - (I) Year long lessons/Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The growth mindset model will be implemented through classroom discussions/activities. School wide assemblies will support students through the school PBIS system and reinforced effort.	Implementation	Tier 1	Implement	09/06/2016	06/07/2019	\$0	No Funding Required	All staff

Activity - (M) Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The growth mindset model will be monitored through tracking office referrals, walkthroughs, and observation.	Monitor, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	No Funding Required	All staff

Activity - (E) Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The growth mindset model will be evaluated.	Evaluation	Tier 1	Evaluate	09/06/2016	06/07/2019	\$0	No Funding Required	All Staff

Activity - Parent/Community Involvement-Including Growth Mindset	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent and Community Involvement activities targeting growth mindset with a goal of improving academic achievement.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/07/2019	\$5200	Title I Schoolwide	Staff

Measurable Objective 2:

60% of Bottom 30% students will complete a portfolio or performance to show growth in English Language Arts by 06/30/2024 as measured by Spring 2018 NWEA/MAP.

Strategy 1:

Technology - Staff will work together to implement technology in the classroom and in base camps with a focus on reading comprehension.

Category: Technology

Research Cited: Robert N. Ronau, Christopher R. Rakes, Margaret L. Niess. Educational Technology, Teacher Knowledge, and Classroom Impact: A Research Handbook on Frameworks and Approaches.

Tier: Tier 2

Activity - (GR) Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will allotted PD time using staff meeting time to explore the web site to be able to fully utilize technology programs in the classroom.	Professional Learning	Tier 2	Getting Ready	10/06/2014	06/07/2019	\$0	No Funding Required	All Staff
Activity - (I) Smartboard/Learnzillion/Safari	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize technology to differentiate instruction.	Technology	Tier 2	Implement	10/06/2014	06/07/2019	\$0	No Funding Required	All staff
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitors will conduct walkthroughs using "look fors" to monitor the fidelity of implementation.	Walkthrough	Tier 2	Monitor	10/05/2015	06/15/2018	\$0	No Funding Required	Monitors
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the walk through data to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/07/2019	\$0	No Funding Required	All staff
Activity - (GR) Technology materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase technology related materials for reading intervention	Technology	Tier 2		09/03/2018	06/14/2019	\$2500	Title I Schoolwide	All teachers/support staff
Activity - (I) Mystery Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Mystery Science for Entire school	Implementation	Tier 1	Implement	09/03/2018	06/10/2019	\$500	Title I School Improvement (ISI)	All teachers/responsible staff

Measurable Objective 3:

60% of Bottom 30% students will complete a portfolio or performance to show growth in English Language Arts in English Language Arts by 06/30/2024 as measured by NWEA.

Strategy 1:

Small Group Instruction - Staff will provide small group reading instruction.

Category: English/Language Arts

Research Cited: Lucy Calkins, Jennifer Serravallo. Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers.

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Guided Reading: Good First Teaching for All Children by Irene Fountas, Gay Su Pinnell

Tier: Tier 3

Activity - (GR) TOPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers (TOPS paraprofessionals) will provide direct instruction to identified Title 1 students during the regular day (Mon-Fri.)	Direct Instruction	Tier 3	Getting Ready	10/06/2014	06/15/2018	\$41760	Title I Schoolwide	TOPS
Activity - (I) Title I/31a Para Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I professionals (3) and 31a professional (1) will provide instructional support in reading to increase student achievement during the regular school day; \$100 per paraprofessional per day.	Supplemental Materials	Tier 3	Implement	09/08/2014	06/07/2019	\$72500	Section 31a, Title I Part A	Paraprofessionals
Activity - (M) Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor(s) will use formative data to monitor impact of small group instruction.	Walkthrough	Tier 3	Monitor	10/05/2015	06/07/2019	\$0	No Funding Required	Monitor(s)
Activity - (E) PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze data to understand the fidelity of implementation.	Teacher Collaboration	Tier 3	Evaluate	10/05/2015	06/07/2019	\$0	No Funding Required	All staff
Activity - TOPS - Extended day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TOPS staff will provide extended day support (4x a week) to identified Title 1 students in content areas to increase student achievement ; \$20/hour per teacher (2)	Direct Instruction	Tier 3	Implement	09/08/2014	06/07/2019	\$3500	Title I Part A	TOPS teachers
Activity - Supplies/Materials/Transportation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bus transportation for identified Title 1 students 4x a week. (\$2800) Packets and books for instructional support (\$500)	Materials	Tier 3	Implement	10/06/2014	06/07/2019	\$3500	Title I Part A	tops paraprofessionals

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Activity - Title 1 Materials-packets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental materials for identified Title 1 students; such as Kindergarten packets, conference packets, and end of year packets.	Materials	Tier 3	Implement	09/08/2014	06/07/2019	\$10000	Title I Part A	Title 1 paraprofessionals will put together these packets
Activity - Renewal of Star 360	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of progress monitoring tools to ensure all identified Title 1 and at-risk students make adequate progress.	Technology	Tier 3	Implement	09/08/2015	06/07/2019	\$0	No Funding Required	Director of Grants, Principal

Goal 3: All students will feel safe and engaged at Fox elementary

Measurable Objective 1:

100% of All Students will demonstrate a behavior of positive growth in Practical Living by 06/30/2024 as measured by Swis Data.

Strategy 1:

Fox PBIS System - The system will promote positive behavior throughout the day and utilize incentives for target behavior. Implementation roll-out will be at the beginning of the school year. All staff are included to promote this strategy. Monthly assemblies will promote the program.

Category: Other - Behavior

Research Cited: WWW.PBIS.org

Tier: Tier 1

Activity - (GR) PBIS District provided PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will look at SWISS data and determine areas of need and develop an effective roll out.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/30/2024	\$0	No Funding Required	Principal and committee
Activity - (I) PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team developed strategies to promote positive behavior, prize bin, and assemblies	Behavioral Support Program	Tier 1	Implement	06/14/2017	06/15/2018	\$1000	Title I Part A	Principal, PBIS, All staff

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Activity - (M) SWISS Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize SWISS data to determine a reduction in referrals, time out of class, and increase in positive behavior	Behavioral Support Program	Tier 1	Monitor	06/14/2017	06/15/2018	\$300	Title I Schoolwide	Principal and team
Activity - (E) Evaluate SWISS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS team will use SWISS data to determine the effectiveness of the program.	Behavioral Support Program	Tier 1	Evaluate	06/14/2017	06/15/2018	\$0	No Funding Required	Principal and Team
Activity - (GR) Cultural Awareness Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided on training in Cultural Awareness by the district.	Getting Ready	Tier 1	Getting Ready	09/10/2018	06/30/2024	\$0	No Funding Required	All staff
Activity - (GR) Alice Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional development in administering ALICE (Alert, Lockdown, Inform, Counter, Evacuate) by the district.	Getting Ready	Tier 1	Getting Ready	09/10/2018	06/30/2024	\$0	No Funding Required	teachers and principal
Activity - (GR) Assembly updated materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds to update assembly items such as sound and visual aids.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2018	06/07/2019	\$1500	Title I Part A	principal

Strategy 2:

Growth Mindset - The idea of growth mindset will be instilled in our learners through discussions, assemblies, and classroom activities. Students will understand the importance of effort in all areas of school and will be reinforced by all staff.

Category: School Culture

Research Cited: Carol Dweck - Growth Mindset

Tier: Tier 1

Activity - (GR) Roll out assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Growth mindset and strategies will be discussed with students and staff.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/07/2019	\$0	No Funding Required	All staff
Activity - (I) Yearlong lessons/assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Growth mindset model will be implemented through classroom discussions and activities.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/07/2019	\$0	No Funding Required	All staff
Activity - (M) Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Growth mindset model will be monitored by tracking office referrals, walk-throughs, and observations.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/07/2019	\$0	No Funding Required	All Staff
Activity - (E) Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The growth mindset model will be evaluated.	Behavioral Support Program	Tier 1	Evaluate	09/04/2018	06/07/2019	\$0	No Funding Required	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(I) Parent Education Night	Parent liaison will develop programs that involve parents in working with their children to encourage reading at home. Parent education nights will be offered.	Parent Involvement	Tier 1	Implement	09/01/2015	06/07/2019	\$2000	Principals, Parent education coordinator, teachers
(I) Title I/31a Para Professionals	Title I professionals (3) and 31a professional (1) will provide instructional support in reading to increase student achievement during the regular school day; \$100 per paraprofessional per day.	Supplemental Materials	Tier 3	Implement	09/08/2014	06/07/2019	\$18500	Paraprofessionals

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(GR) Teacher Collaboration	Staff will work together and continue to support the continued implementation of the Bridges program.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/07/2019	\$0	Teachers, para-educators, principal
(I) Goals and Objectives	All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All staff
(I) Feedback	All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All Staff
(I) Journeys Reading Program PD	Teachers will be trained to implement this new reading program. There will be training for core instruction, interventions, and the technology component.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/07/2019	\$5000	District will provide training

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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(GR) Assembly updated materials	Funds to update assembly items such as sound and visual aids.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2018	06/07/2019	\$1500	principal
(I) Title I/31a Para Professionals	Title I professionals (3) and 31a professional (1) will provide instructional support in reading to increase student achievement during the regular school day; \$100 per paraprofessional per day.	Supplemental Materials	Tier 3	Implement	09/08/2014	06/07/2019	\$54000	Paraprofessionals
Title 1 Materials-packets	Supplemental materials for identified Title 1 students; such as Kindergarten packets, conference packets, and end of year packets.	Materials	Tier 3	Implement	09/08/2014	06/07/2019	\$10000	Title 1 paraprofessionals will put together these packets
(I) Cooperative Learning	All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All staff
(M) Monitor	Teachers will use grade level meeting time to discuss levels of implementation	Monitor, Communication	Tier 1	Monitor	09/01/2016	06/07/2019	\$0	Instructional staff
(GR) PD Continued for Bridges	Additional professional development will be provided to teachers.	Getting Ready, Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/07/2019	\$0	All instructional staff
Supplies/Materials/Transportation	Bus transportation for identified Title 1 students 4x a week. (\$2800) Packets and books for instructional support (\$500)	Materials	Tier 3	Implement	10/06/2014	06/07/2019	\$3500	tops paraprofessionals
(I) SuccessMaker	Teachers will use SuccessMaker for an intervention.	Technology	Tier 3	Implement	10/06/2014	06/07/2019	\$3980	Teachers
(I) Professional Collaboration	All staff will meet within grade levels to organize and collaborate manipulatives and tools usage.	Teacher Collaboration	Tier 2	Getting Ready	10/06/2014	06/07/2019	\$3000	All staff
(E) Evaluate	Instructional staff will use assessment data to evaluate the impact of the program.	Teacher Collaboration, Evaluation	Tier 1		09/01/2016	06/07/2019	\$0	Instructional Staff
(I) PEN Night	Math Pen Night for families and their children in order to familiarize themselves with activities and strategies that can be utilized at home. Families will also receive math kits to use at home.	Getting Ready	Tier 1	Getting Ready	10/06/2014	06/07/2019	\$3200	All Staff

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(I) PBIS	Team developed strategies to promote positive behavior, prize bin, and assemblies	Behavioral Support Program	Tier 1	Implement	06/14/2017	06/15/2018	\$1000	Principal, PBIS, All staff
TOPS - Extended day	TOPS staff will provide extended day support (4x a week) to identified Title 1 students in content areas to increase student achievement ; \$20/hour per teacher (2)	Direct Instruction	Tier 3	Implement	09/08/2014	06/07/2019	\$3500	TOPS teachers
(I) Number Corner	Teachers will utilize number corner in their classroom.	Implementation	Tier 1	Implement	10/06/2014	06/07/2019	\$2200	All teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(GR) PD Bridges Intervention for Tier 2-3	Teachers will be trained on how to effectively implement the Bridges Intervention Component.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/07/2019	\$0	District Math Curricular Leaders, Building Principal

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Para-Educator Extended Day Tutoring	Para-educators to provide extended day services (tutoring/academic support)	Academic Support Program	Tier 3	Getting Ready	01/04/2017	06/15/2018	\$1740	Para-educators
(I) Materials-TOPS Purchase Supplies and Materials for MTSS	(student and teacher resources such as binders, logs, books, leveled readers, supp. support materials for MTSS). These funds are shared with Reading Goal. \$8,264	Materials	Tier 3	Implement	09/06/2016	06/07/2019	\$8264	Principal and teachers
(M) SWISS Data	Utilize SWISS data to determine a reduction in referrals, time out of class, and increase in positive behavior	Behavioral Support Program	Tier 1	Monitor	06/14/2017	06/15/2018	\$300	Principal and team
(GR) Technology materials	Purchase technology related materials for reading intervention	Technology	Tier 2		09/03/2018	06/14/2019	\$2500	All teachers/support staff
Parent/Community Involvement-Growth Mindset	Parent and Community Involvement activities for growth mindset with a goal of improving academic achievement. Same funds as used in reading goal.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/07/2019	\$0	Staff
Parent/Community Involvement-Including Growth Mindset	Parent and Community Involvement activities targeting growth mindset with a goal of improving academic achievement.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/07/2019	\$5200	Staff

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(I) Purchase and Implement MTSS reading intervention programs	Purchase and implement consistent interventions among grade levels. (Raz, I-Read, Lexia, Success Maker, Moby Max)	Academic Support Program	Tier 1	Implement	09/08/2015	06/07/2019	\$2500	Administration, Data Specialist, Instructional staff
(GR) TOPS	Teachers (TOPS paraprofessionals) will provide direct instruction to identified Title 1 students during the regular day (Mon-Fri.)	Direct Instruction	Tier 3	Getting Ready	10/06/2014	06/15/2018	\$41760	TOPS
Purchase Supplies and Materials for MTSS	(student and teacher resources such as binders, logs, books, leveled readers, novels, learning supplies, supp. support materials for MTSS)....This costs of \$8,264 will also be shared with the Math goal.	Materials	Tier 3		09/06/2016	06/07/2019	\$8264	Staff
(I) TOPS Extended Day	TOPS personnel will consistently differentiate instructional activities and offer extended day instruction. This funding is shared also in reading goal. Same funds.	Direct Instruction	Tier 3	Implement	09/06/2016	06/07/2019	\$4974	TOPS personnel
Professional Development for Journeys Reading Program	Professional Development for teachers to improve reading instruction- includes PD and sub costs	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/07/2019	\$5000	Staff
Extended Day Provided By TOPS	MTSS support provided after school by TOPS teachers. Same funding as in math goal. \$4974 shared	Academic Support Program	Tier 3	Implement	01/04/2017	06/07/2019	\$0	TOPS teachers
Reading Intervention PD	Professional development for staff related to intervention instruction	Professional Learning	Tier 2	Implement	09/03/2018	06/14/2019	\$3000	All teachers, support staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(I) Summarizing	All staff will use guided reading/CCR strategies to teach summarizing.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All staff
(I) Informational/Expository Text	All staff will use guided reading/CCR to teach authors craft.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All staff
(E) PLC	All staff will analyze the models and tools walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/07/2019	\$0	All staff
(GR) PBIS District provided PD	A committee will look at SWISS data and determine areas of need and develop an effective roll out.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/30/2024	\$0	Principal and committee

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(GR) Roll out assembly	Growth mindset and strategies will be discussed with students and staff.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/07/2019	\$0	All staff
(E) PLC	Staff will analyze the walk through data to understand their fidelity of implementation.	Teacher Collaboration	Tier 2	Evaluate	10/05/2015	06/07/2019	\$0	All staff
(M) Monitor	The growth mindset model will be monitored through tracking office referrals, walkthroughs, and observation.	Monitor, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	All staff
(E) PLC	Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/07/2019	\$0	All staff
(I) Cooperative Learning	All staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All staff
(E) PLC	Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/07/2019	\$0	All staff
(M) Walkthrough	Monitor(s) will use formative data to monitor impact of small group instruction.	Walkthrough	Tier 3	Monitor	10/05/2015	06/07/2019	\$0	Monitor(s)
(E) Walkthrough Checklist Data	Walkthrough checklist data will be evaluated to ensure fidelity of implementation.	Evaluation	Tier 1	Evaluate	10/05/2015	06/07/2019	\$0	Monitor(s)
(M) Walkthrough	Monitors will use the strategy implementation guide to focus their walkthroughs on creating an environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/07/2019	\$0	Monitors
(E) Evaluate	The growth mindset model will be evaluated.	Evaluation	Tier 1	Evaluate	09/06/2016	06/07/2019	\$0	All Staff
(GR) Professional Development	All staff will allotted PD time using staff meeting time to explore the web site to be able to fully utilize technology programs in the classroom.	Professional Learning	Tier 2	Getting Ready	10/06/2014	06/07/2019	\$0	All Staff
(I) Year long lessons/Assemblies	The growth mindset model will be implemented through classroom discussions/activities. School wide assemblies will support students through the school PBIS system and reinforced effort.	Implementation	Tier 1	Implement	09/06/2016	06/07/2019	\$0	All staff
(I) Non-linguistic Representation	All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All staff
(GR) TOPS program development	Teachers/TOPS will collaborate to create a systematic plan for assisting small groups of identified Title 1 students.	Teacher Collaboration, Curriculum Development	Tier 3	Getting Ready	10/06/2014	06/07/2019	\$0	Teachers/TOPS
(I) Classroom Instruction of tools	All staff will incorporate models and tools such as manipulatives, calculators, computer programs, and measurement tools to introduce, practice, and review mathematical concepts.	Direct Instruction	Tier 2	Implement	10/06/2014	06/07/2019	\$0	All staff

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(I) Home School Connection	The school will provide families with information (provided by BRIDGES) as it relates to each math unit. Additionally we will utilize the MDE Collaborating for Success- Parent Engagement Tool Kit to build positive relationships between home and school.	Communication	Tier 1	Implement	09/05/2016	06/07/2019	\$0	All Teachers, Building Principal
(I) Kagan Cooperative Learning	District provided initiative for cooperative learning	Implementation, Professional Learning	Tier 1	Implement	08/30/2016	06/07/2019	\$0	All classroom staff
(I) Kagan	Instructional staff will be trained and will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Implement	08/31/2015	06/07/2019	\$0	Building administrator, instructional staff
(E) PLC	PLC's will be used to evaluate feedback.	Evaluation	Tier 3	Evaluate	10/05/2015	06/07/2019	\$0	All Staff
(I) Demonstration of Tools	All staff will demonstrate the proper use of mathematical tools that are appropriate to grade level concepts.	Direct Instruction	Tier 2	Implement	10/06/2014	06/07/2019	\$0	All staff
(I) CITW Implementation	Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understand the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Getting Ready	10/06/2014	06/07/2019	\$0	All staff
(GR) Cross grade level PD to align curriculum	Align curriculum and explore ways to close achievement gaps	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/07/2019	\$0	Instructional staff, building principal
(E) Evaluate	The growth mindset model will be evaluated.	Behavioral Support Program	Tier 1	Evaluate	09/04/2018	06/07/2019	\$0	All staff
(M) Monitor	Growth mindset model will be monitored by tracking office referrals, walk-throughs, and observations.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/07/2019	\$0	All Staff
Renewal of Star 360	Purchase of progress monitoring tools to ensure all identified Title 1 and at-risk students make adequate progress.	Technology	Tier 3	Implement	09/08/2015	06/07/2019	\$0	Director of Grants, Principal
(M) Walkthrough	Monitor(s) will collect data to validate fidelity of implementation.	Walkthrough	Tier 1	Monitor	10/05/2015	06/07/2019	\$0	Monitor(s)
(M) Monitor	All staff will receive data from the walkthroughs to understand the fidelity of implementation using models and tools.	Walkthrough	Tier 2	Monitor	10/05/2015	06/07/2019	\$0	All staff
(M) Walkthrough	Monitor(s) will use the strategy implementation guide to focus their walkthroughs on creating an environment for learning non-negotiables of CITW.	Walkthrough	Tier 1	Monitor	10/05/2015	06/07/2019	\$0	Monitor(s)

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(I) Journey's Comprehensive Reading Program	Teachers will utilize Journey's comprehensive reading program to instruct reading and writing in K-5.	Implementation	Tier 1		08/02/2017	06/07/2019	\$0	All teachers
(GR) Cultural Awareness Training	Staff will be provided on training in Cultural Awareness by the district.	Getting Ready	Tier 1	Getting Ready	09/10/2018	06/30/2024	\$0	All staff
(I) Feedback	All staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All staff
(M) PLC	PLC's will be used to evaluate cooperative learning.	Teacher Collaboration	Tier 1	Monitor	10/05/2015	06/07/2019	\$0	All staff
(I) Non-linguistic representation	All staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All staff
(E) PLC	All staff will analyze data to understand the fidelity of implementation.	Teacher Collaboration	Tier 3	Evaluate	10/05/2015	06/07/2019	\$0	All staff
(E) Evaluate SWISS	PBIS team will use SWISS data to determine the effectiveness of the program.	Behavioral Support Program	Tier 1	Evaluate	06/14/2017	06/15/2018	\$0	Principal and Team
(GR) PD for CITW - ongoing	All teachers were trained in CITW as of June 2016. We have two new teachers who will begin that training.	Professional Learning	Tier 1	Getting Ready	10/06/2014	06/07/2019	\$0	All staff
(I) Retelling	All staff will use retelling activities/strategies to aid in comprehension.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All staff
(I) Work Places	Teachers will implement Work Places within the classroom as a part of the Bridges curriculum.	Implementation	Tier 1	Implement	10/06/2014	06/07/2019	\$0	math teachers
(GR) Alice Training	Staff will be provided professional development in administering ALICE (Alert, Lockdown, Inform, Counter, Evacuate) by the district.	Getting Ready	Tier 1	Getting Ready	09/10/2018	06/30/2024	\$0	teachers and principal
(I) Smartboard/Learnzillion/Safari	All teachers will utilize technology to differentiate instruction.	Technology	Tier 2	Implement	10/06/2014	06/07/2019	\$0	All staff
(E) PLC	Staff will use PLC's to evaluate student data and guided reading/CCR implementation.	Teacher Collaboration	Tier 1	Evaluate	10/05/2015	06/07/2019	\$0	All staff
(GR) CITW Implementation Guide	Trained staff will convene to examine the CITW Strategy Implementation Guide so all stakeholders responsible for implementing, understand the critical components, non-negotiables, and acceptable variations.	Teacher Collaboration	Tier 1	Implement	10/06/2014	06/15/2018	\$0	All staff
(M) Walkthroughs	Cooperative learning will be monitored through walkthroughs in the classroom.	Walkthrough	Tier 1	Monitor	10/05/2015	06/07/2019	\$0	Monitor(s)

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(GR) Staff meeting roll out/assembly	The idea of a growth mindset and strategies will be discussed with students and staff.	Getting Ready, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/07/2019	\$0	All staff
(I) Close and Critical Reading- Close Readers	Professional learning for additional teachers as needed.	Implementation	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All staff
(M) Walkthrough	Monitors will conduct walkthroughs using "look fors" to monitor the fidelity of implementation.	Walkthrough	Tier 2	Monitor	10/05/2015	06/15/2018	\$0	Monitors
(I) PD Adopted Reading Series	Staff will receive professional development on the adopted reading series.	Professional Learning	Tier 1	Implement	01/16/2017	06/07/2019	\$0	ELA curriculum leaders, Building Administrator, instructional staff
(I) Goals and Objectives	All staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	10/06/2014	06/07/2019	\$0	All staff
(E) Math Assessment Data	Teachers will evaluate math assessment data in order to make data driven decisions regarding their students.	Evaluation	Tier 1	Evaluate	10/05/2015	06/07/2019	\$0	All Teachers
(I) Yearlong lessons/assemblies	Growth mindset model will be implemented through classroom discussions and activities.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/07/2019	\$0	All staff

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(I) Mystery Science	Purchase Mystery Science for Entire school	Implementation	Tier 1	Implement	09/03/2018	06/10/2019	\$500	All teachers/responsible staff