School Improvement Plan

Clinton Valley Elementary School

Chippewa Valley Schools

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2018-2019 Clinton Valley Elementary 3 Goals

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?

In the 2014-2015 school year, a team of the principal, 3 teachers, 3 parents, 1 para-educator, a school-wide facilitator, and the district grant coordinator met 6 times to develop the school wide plan. We sought input from staff at meetings as well as surveys that were completed. The plan was shared with parents through the PTO meetings and newsletters. Parent input was sought through surveys as well. Clinton Valley Elementary chose to have the students complete a survey. The surveys were used to determine areas of need and to guide programming. During the 2017-2018 school year meetings of the Parent Involvement Committee, staff meetings, PTO meetings, and Title 1 Schoolwide committee meetings were held to review our plan and assess our needs.

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?

Student Achievement: We reviewed our state assessment and NWEA (Northwest Evaluation Assessment).

Reading:
The following MEAP/MSTEP results are given for percent proficient for all students, male, female, and economically disadvantaged. Clinton Valley Elementary does not have a subgroup for black, or other minorities, or special education students.
3rd
2015/2016: 49%, 58% White, 58% ED, 50% Male
2016/2017: 43%, 29%, 55%, 36%
2017/2018: 29% (preliminary numbers as of June 4)

4th
2015/2016: 30%, 34% White, 21% ED, 27% Male
2106/2017: 42%, 39%, 43%, 27%
2017/2018: 41% (preliminary numbers as of June 4)

5th
2015/2016: 26%, 28% White, 15% ED, 19% Male
2016/2017: 38%, 29%, 45%, 40%
2017/2018: 42% (preliminary numbers as of June 4)

The following NWEA results are given for percent proficient for all students in the 2017/2018 school year. The scores represent fall, winter and spring benchmark testing. Chippewa Valley Schools has determined that K-3 students below the 50th percentile will receive IRIPs, therefore, we have used this data as percent proficient.

Kdg: 56%, 51%, 68%
1st: 49%, 40%, 56%
2nd: 40%, 50%, 42%

3rd: 32%, 29%, 41%

4th: 40%, N/A, 51%

5th: 58%, N/A, 42%

** Students in 4th-5th grade will be tested in Fall and Spring using NWEA. Winter NWEA testing did not occur due to M-STEP.

Based on the state assessment 38% of students met reading proficiency. Clinton Valley Elementary did not meet the AMO of 79.6%. Our current reality is that there is inconsistency in our reading scores. We recognize a need to implement a core reading program and will be continuing to implement the Journeys program that our district has adopted. We will also be progress monitoring our low achieving students and providing Tier II and Tier III support. There is a need to monitor the economically disadvantaged subgroup more closely.

Math

The following MEAP/MSTEP results are given for percent proficient for all students, male, female, and economically disadvantaged. Clinton Valley Elementary does not have a subgroup for black, other minorities, or special education students.

3rd

2015/2016: 46%, 50% White, 37% ED, 50% Male

2016/2017: 41%, 32%, 48%, 39%

2017/2018: 27% (preliminary numbers as of June 4)

4th

2015/2016: 34%, 46% White, 30% ED, 36% Male

2016/2017: 53%, 48%, 53%, 43%

2017/2018: 36% (preliminary numbers as of June 4)

5th

2015/2016: 17%, 19% White, 11% ED, 19% Male

2016/2017: 23%, 29%, 19%, 17%

2017/2018: 20% (preliminary numbers as of June 4)

NWEA

The following NWEA results are given for percent proficient for all students in the 2017/2018 school year. The scores represent a fall, winter and spring benchmark testing.

Kdg: 48%, 47%, 68%

1st: 51%, 40%, 52%

2nd: 57%, 47%, 42%

3rd: 35%, N/A, 22%

4th: 36%, N/A, 44%

5th: 54%, N/A, 35%

** Students in 3rd-5th grade will be tested in Fall and Spring using NWEA. Winter NWEA testing will not occur due to M-STEP.

Based on the state assessment, 28% of all students met math proficiency. Clinton Valley Elementary did not meet the AMO of 65.9%. The most current M-STEP data indicates inconsistencies between male and female students in mathematics across 3rd-5th grades. Across all grades, economically disadvantaged students continue to under-perform all students. There is a need to monitor the economically

disadvantaged subgroup more closely.

According to NWEA results our current reality is that there has been a decline in grades 1-5 in our math scores. This was the fourth full year of implementation of the new math curriculum. The district will continue to provide professional development to address fidelity and consistency of implementation

Science

The following M-STEP results are given for percent proficient for all students, male, female, and economically disadvantaged. Clinton Valley Elementary does not have a subgroup for black, other minorities, or special education students.

2015/2016: 6%, 6% White, 9% ED, 5% Male
2016/2017: 11%, 17%, 8%, 3%
2017/2018: Science scores will not be released this year.

The last MSTEP test that we have results from was 2016/2017. Based on the M-STEP assessment, 11% met science proficiency. Clinton Valley Elementary did not meet the AMO of 60.48%.
Our current reality is that there is a slight increase with inconsistencies in our science scores overall. There is a need to monitor the economically disadvantaged and female subgroups more closely.

Social Studies:

The following M-STEP results are given for percent proficient for all students, male, female, and economically disadvantaged. Clinton Valley Elementary does not have a subgroup for black, other minorities, or special education students.

2015/2016: 8%, 8% White, 4% ED, 14% Male
2016/2017: 8%, 14%, 3%, 6%
2017/2018: 12% (preliminary numbers as of June 4)

Based on the M-STEP assessment, 12% met social studies proficiency. Clinton Valley Elementary did not meet the AMO of 58.66%. Our current reality is that there is a slight increase in the social studies scores. We will continue to monitor the economically disadvantaged and female subgroups more closely.

Program/Process (ASSIST-ISA)
What data was reviewed:
- Student, parent, and teacher survey data
- State and local achievement data
- Lesson Plans
- Teacher Evaluations
- Samples of student work
- Evidence of classroom practices
- Agendas and Meeting minutes
- Evaluations of Professional Development
- SWIS

What was concluded: (Students - 3 point scale, Parents - 5 point scale, Staff - 5 point scale)

Purpose and Direction: Rating 2.79, 4.4, 4.35

Governance and Leadership: Rating 2.59, 4.37, 4.11

Teaching and Assessing for Learning: Rating 2.74, 4.43, 3.93

Resources and Support Systems: Rating 2.74, 4.4, 3.99

Using Results for Continuous Improvement: Rating 2.57, 4.43, 4.27

The ratings demonstrate an overall satisfaction in all areas . According to our parents, there is a need for a more comprehensive anti-bullying campaign. Parents also expressed a need to update our physical plant.

Perceptions

What data was reviewed:

Parents, students, and staff were surveyed using E-prove surveys. 54 parents took the survey, which was available during Parent-Teacher conferences, on the school website, and sent out via messenger. 135 students took the survey. 33 staff members took the staff survey.

What was concluded:

Overall, parents were very satisfied with Clinton Valley Elementary. Upon analyzing the open-ended responses, the parents indicated that they were very pleased with the staff and with the open communication amongst all stakeholders. Most parents indicated that they did not have any great concerns. A few parents indicated that they were concerned with some of the behaviors that are present in the classroom, the lack of nutritious lunch options as well as parking. We will continue to work towards developing a more consistent behavior/bullying plan to address the parent concerns regarding the disruptive behaviors in the classroom.

Overall, the students were also very satisfied with Clinton Valley. The open-ended responses indicated that 3-5 students were pleased with their teachers as well as their friends. Third through fifth grade students indicated there is need for improvement in addressing bullying and developing a consistent, fair approach to managing these behaviors. The students recommend focusing on providing opportunities to be leaders and teaching others how to be kind and deal with bullies.

Throughout analyzing the staff survey, it is apparent that the staff appreciates the warm, friendly and collaborative culture of Clinton Valley. The open-ended feedback concluded that the staff was most appreciative of the small family-like environment which yields positive relationships among staff and students. The staff indicated there is a need for behavioral management and consistent consequences for all students. This includes more support for students with disabilities and/or emotional needs.

Demographic (mobility, discipline, attendance data)
What data was reviewed:

Data for mobility, discipline and attendance was pulled from the following data sites:
- CEPI
- SWIS
- Mischooldata.org
- Schooldigger.com
- Powerschool

Total Students: 377

School of Choice: 90

American Indian/Native Alaskan: 3

Asian American: 7

Black: 69

White: 250

Hispanic: 11

Multi-Racial: 37

Special Education: 96

Free and Reduced Lunch: 228

Mobility: Added 14 students, Dropped 31

Discipline:

 In school suspension:6 full days, 4 half days (10 students)

 Out of school suspension: 19 full days, 3 half days (9 students)

According to mischooldata.org Attendance Rate: 92.68%

Chronically Absent: 25.8%

CVE has a significant number of school of choice students. This has impacted our economically disadvantaged percentage, mobility rate, and chronically absent percentages. We anticipate these data trends to continue for the 2018-2019 school year.

Conclusions: What are causes for the gaps?

Content Areas: This year is the fourth year of implementation of the Bridges math curriculum. With continued training and fidelity of implementation, we anticipate increased student achievement. This is the first full year of implementation of the district adopted K-5 ELA program, Journeys by Houghton Mifflin Harcourt. This is a balanced literacy approach for grades K-5 which includes differentiating instruction for students. For science and social studies, it is a core instruction issue. The district will be providing more training and curriculum mapping using Rubicon Atlas to address these areas.

Subgroups: We know that our economically disadvantaged students score below all students in most core areas. This subgroup will continue to be a focus for intervention so we may increase their achievement.

Perception: We value the student community and know it is important to provide an atmosphere in which they feel comfortable in order for them to achieve. Students (grades 3-5) have shared that they feel bullying is a problem in our building. We are committed to developing a plan to help students understand and recognize bullying. The staff is also currently working on a behavior process that will help eliminate some of these concerns.

Demographic Trends:

One-fourth of our population is school of choice. The data shows these students outperform and underperform resident students across content areas. We don't find that school of choice students have a bearing on academic areas that the school underperforms in. An area of concern for this subgroup is attendance, specifically tardiness, which does impact our average daily attendance. Some have been referred for truancy.

Mobility is a concern for student achievement. Our current reality is that students who are mobile underperform compared to their peers. There tends to be a learning gap based on this movement. Interventions are provided to address the gap.

We recognize the need for a consistent discipline policy. Positive Behavior Intervention Supports will be updated in order for students to make connections with their good behavior and rewards. Daily communication with parents will inform them of their child's behavior. This will help build the home-school relationship and address any discipline issues in the early stages. Behavioral expectations will be reviewed

regularly.

Professional Development Needs:

Journeys

- K-5 teachers will attend the Journeys training.

Instructional Strategies across all content areas

- Classroom Instruction that Works (CITW) strategies will be revisited during designated staff meetings.

CHAMPPS

- Some teachers will attend CHAMPPS training which will support our current PBIS behavior system.

Core Content Areas

- Teacher representatives for each content area at every elementary building will serve on a district committee that will develop curriculum maps and pacing guides across K-12 content areas.

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.

Alignment to Goals:

Throughout reviewing the state assessment as well as the NWEA (Northwest Evaluation Association) assessment, it was determined there is a need for improvement in the following areas: reading, writing, and math.

Goals:

All students will improve in reading.
All students will improve in writing.
All students will improve in math.

Subgroups that will be the focus of objectives and interventions:

According to assessment data, students that are African American under-perform academically in reading and math.

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?

Whole School Population:

Classroom Instruction that Works strategies will be incorporated with all students in all content areas. All teaching staff have been trained to implement CITW strategies within instruction.

Within reading and writing instruction, teachers will implement the ELA program that the district has adopted, Journeys by Houghton Mifflin Harcourt. This program will provide a balanced comprehensive Language Arts program for all students. K-3 teachers will continue to implement the Handwriting Without Tears program to provide consistency within the grades.

Alignment of the math curriculum to the state standards and ongoing professional development for the implementation of the core math program, Bridges is being addressed for all instructional Tiers.

Supplemental Instruction:

Students that qualify will receive extra support services at the Tier 2 and Tier 3 levels in reading, writing and math.

Reading: Four para-educators and 2 title one program specialists will provide extra services to qualifying students. Programs that will be utilized include Road to Reading, Road to the Code, K-Pals, 1st grade PALS, PALS 2-6, iRead, STAR Reading, and Corrective Reading within reading instruction. Before and after school programs are offered to qualifying students. iPads will be used to supplement instruction in all content areas.

Math: Bridges intervention materials will be used to supplement math instruction. Before and after school programs are offered to qualifying students. iPads will be used to supplement instruction in all content areas.

Writing: Before and after school programs are offered to qualifying students. iPads will be used to supplement instruction in all content areas.

Component 2: Schoolwide Reform Strategies

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

Classroom Instruction that Works strategies will be incorporated with all students in all content areas. All teaching staff have been trained to implement CITW strategies within instruction.

The district has adopted a K-5 Language Arts program, Journeys by Houghton Mifflin Harcourt for the 2017-2018 school year. This program will provide a balanced comprehensive Language Arts program for all students. K-3 teachers will continue to implement the Handwriting Without Tears program to provide consistency within the grades.

Alignment of the math curriculum to the state standards and ongoing professional development for the implementation of the core math program, Bridges is being addressed for all instructional Tiers.

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:
Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement in all areas. Staff will work together to create a common understanding and a shared vision for the implementation of the CITW strategies. Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required for implementation in the classroom.

Curriculum mapping across all content areas will occur to improve the quality of instruction. Alignment to the State standards and the development of formative and summative assessments will allow teachers to implement curriculum with fidelity.

The district has adopted a K-5 Language Arts program, Journeys by Houghton Mifflin Harcourt. This program will provide a balanced comprehensive Language Arts program for all students. K-3 teachers will continue to implement the Handwriting Without Tears program to provide consistency within the grades.

Teachers will monitor the implementation and effectiveness of strategies that improve instructional quality through data analysis and structured conversations within and across grade levels.

Quantity of Instruction:
A minimum of a 90 minute block for instruction is incorporated for balanced literacy. This allows teachers to do whole group and small group reading and writing instruction within the classroom.

Bridges math program requires a minimum of 60-90 minutes of math instruction. This includes the core lesson, number corner, and time in work places.

A 30 minute block for MTSS is incorporated to support all learners. This includes para-educators, title one program specialists, and grade

level teachers providing support to groups of students within and across grade levels.

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

All Content Areas:

Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement.

The strategies were identified through a meta-analysis of instruction conducted by McREL (Marzano, 1998) and presented in the first edition of Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001). The second edition builds on that research 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), and it 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., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD.

Reading:

Journeys

Research Based and Evidence Based Support

Evidence Based:

A Study on the Effects of Houghton Mifflin Harcourt's Journeys Program: Year 2 Final Report

Resendez, M., Azin, M. (2013, October). A Study on the Effects of Houghton Mifflin Harcourt's
 Journeys Program: Year 2 Final Report. Jackson, WY: PRES Associates, Inc.

To determine the efficacy of the Journeys program, Planning, Research, and Evaluation Services (PRES) Associates, Inc. conducted a two-year randomized control trial (RCT). This study was conducted in Kindergarten through 2nd grade during the 2011-2012 school year, and continued into the 1st-3rd grades during the 2012-2013 school year. A total of 6 elementary schools and more than 1000 students participated in the study. Approximately half of the students were assigned to the control group and the other half to the treatment group. The key evaluation questions were: Do reading/language arts skills improve over the course of participating in the Journeys program? Does this vary by different types of students and levels of implementation?

Results showed significant growth over the course of the school year as measured by the national, standardized ITBS reading and language arts test. Specifically, students using the Journeys program showed significant growth on all six outcome measures -- thus, student skills in reading comprehension, vocabulary, word analysis, spelling, language, and word recognition grew notably over the course of the school year. All subpopulations of students using Journeys showed significant learning gains on multiple reading and language arts subtests as well. The Journeys program worked just as well with K-2nd graders, females and males, White and minority students, special education and non-special education students, English Language Learners and non-ELLs, students of varying reading ability levels, students receiving free/reduced lunch and those not receiving such assistance.

Journeys Reading Program: An Efficacy Study

Educational Research Institute of America. (2016). Journeys Reading Program: An Efficacy

Study. Bloomington, IN. Retrieved January 9, 2018 from https://www.hmhco.com/~/media/sites/home/classroom/evaluate-sample/eval-and-

samplelp/192062hmhefficacyjourneys/hmh_journeys_2017_research_pretest_posttest_spring_2016.pdf?la=en

The focus of this study was the effectiveness of Journeys ©2017, a reading program for kindergarten to grade 6 students, published by Houghton Mifflin Harcourt. The study included students from 15 different schools in 5 different states. The study employed a unique design. Teachers who schools had chosen the program as their school reading program were asked to select one unit of instruction that would be the focus of the study. The unit selection was left to each teacher. The only consideration was that the unit be one that the teacher would be planning to use near the beginning of the second semester of the 2015-2016 academic year. Length of time to complete the unit depended on the grade level and the teacher's teaching pace. Most teachers took between 6 and 8 weeks to complete the study. Pretest and post-test pairs of assessments were developed for each unit chosen for inclusion in the study. The study was conducted with over 650 students enrolled in grades 1 to 5. Only those students who took both a pretest and posttest were included in the data analysis. Teachers used the program for their reading instruction five days per week and more than 25 minutes per day. The study was thus an intensive study of one unit per teacher using the Journeys program. A total of 12 different units were identified by teachers. Pretests and posttests were developed for each unit by reading/language arts curriculum specialists and were based on the standards for each unit included in the study.

In addition to analyzing the gain scores for the total group of students at each grade, analyses were conducted separately for higher and lower scoring students. Higher and lower scoring students were identified by the students' pretest scores. Those scoring highest on the pretests were designated as the high scoring reading students and those scoring lowest on the pretests were designated as the lower scoring reading students. The average gain scores for the total group of students at every grade were statistically significant. At every grade level the scores for the low and high pretest scoring groups the scores increased statistically significantly with the exception of grade one. The high scoring group at grade one had identical average pretest and post-test scores of 93% correct. The pretest scores were so high there was little possibility of increasing their scores from pretesting to post-testing. At every grade level the lower pretest scoring group effect size was large with the exception of grade four with a medium effect size. For the high pretest scoring group the effect size was small at all grade with the exception of grade 4 where the effect size was medium.

Resendez, M. & Azin, M. (2012). A study of the effects of Houghton Mifflin Harcourt's Journeys program: Year 1 final report. PRES Associates, Inc.
Resendez, M. & Azin, M. (2013, October). A study of the effects of Houghton Mifflin Harcourt's Journeys program: Year 2 final report. PRES Associates, Inc.
Additionally, we have cited a research study from 2016 that evaluated the efficacy of Journeys at all grade levels.
https://www.evidenceforessa.org/programs/reading/elementary/journeys
Houghton Mifflin Harcourt Journeys is a comprehensive reading and language arts program designed for kindergarten through 6th grade, but it has only been evaluated in grades K-2. The program provides teachers with materials and guidelines that emphasize whole group and small group activities. Whole group activities involve a "big idea" and "essential question" for the day, a teacher read-aloud, and vocabulary, phonics, comprehension, and fluency activities. Small group activities follow up these same skills in small, homogeneous groups. Professional development consists of a 5-6 hour training at the beginning of the year, followed by a half-day follow-up.

One study evaluated Journeys in grades K-2. The study found statistically significant positive effects on ITBS scales averaging an effect size of +0.14, compared to control groups. This qualified Journeys for the ESSA "Strong" category.
Research Based:
Journeys Common Core: A Research Based Approach
https://www.hmhco.com/~/media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf?la=en

This document demonstrates clearly and explicitly the scientific research base for the program. The program is built around what is known

about effective reading and language arts instruction--in phonemic awareness, phonics, vocabulary, fluency, reading comprehension, and writing--and what is known about how best to meet the needs of learners through assessment and differentiation. The Journeys Common Core program integrates each of these research strands into a program that research indicates will benefit students and prepare them for future demands.

Journeys was developed using research from the seven strands that encompass the best practices for the instructional design of a reading program. These strands are: key elements of reading; teaching with effective texts to meet the Common Core State Standards; teaching writing; using effective instructional approaches; assessment; meeting all students' needs; and meeting the needs of English Language Learners. For each strand, Journeys reviewed and selected the most current research on best practices and then developed the program by incorporating this research into its instructional design. The Journeys program integrates each of these research strands into a program that research indicates will benefit students and prepare them for future demands.

Reading Tier 2 and 3:

STAR Reading - used for screening and progress-monitoring assessment-- is a reliable, valid, and efficient, computer-adaptive assessment of general reading achievement and comprehension for grades 1-12. STAR Reading provides nationally norm-referenced reading scores and criterion-referenced scores. A STAR Reading assessment can be completed without teacher assistance in about 10 minutes and repeated as often as weekly for progress monitoring. STAR Reading is highly rated for screening and progress monitoring by the National Center on Response to Intervention and meet all criteria for scientifically based progress-monitoring tools set by the National Center on Student Progress Monitoring.

http://www.doe.virginia.gov/school_finance/procurement/student_growth_assessments/renaissance/5,%20The%20Foundation%20of%20STAR.pdf
National Center on Response to Intervention   www.rti4success.ort

PALS-Peer-Assisted Learning Strategies is a peer-tutoring program for use in elementary school classrooms to improve student proficiency in reading. Its purpose is to supplement students' existing reading curriculum. Peer-Assisted Learning Strategies was developed for use with students with diverse academic needs and has been used with English language learners. The program uses peer-mediated instruction, a process whereby students work in pairs or small groups to provide tutoring in three reading strategies: retelling (i.e., sequencing information), paragraph shrinking (i.e., generating main idea statements), and prediction relay (i.e., generating and evaluating predictions). In addition to being trained in each of the reading strategies, students are taught to correct their partner's reading errors, award points for correct responses, and provide consistent encouragement and feedback. Developers recommend that tutoring sessions last approximately 35 minutes and be conducted three to four times a week.

http://ies.ed.gov/ncee/wwc/reports/english_lang/pals/index.asp

iRead - An extensive body of research and expert opinion confirms the importance of explicit and systematic instruction in foundational literacy skills in helping children learn to read--that is, instruction that involves deliberate training in the foundational skills that students need to progress from decoding what they read to understanding what it means. Scholastic's program, iRead for Grades K-2, reflects the research by integrating advancements in technology with sound instructional practice to more effectively and efficiently help every student learn how to read, so that they can learn from what they read. The iRead student software provides explicit, systematic instruction and individualized, ongoing practice in the foundational literacy skills of phonological awareness, alphabet knowledge, phonics, decoding, word recognition, morphology and syntax, fluency, and spelling. The systematic instruction delivered by the software targets the areas of the foundational skills that students are struggling with and provides individualized practice in these areas until students attain mastery of each skill. Students are

given the opportunity to put the skills to use to create meaning as they read and comprehend literary and informational texts.

http://teacher.scholastic.com/products/iread/pdfs/iRead_ResearchFoundation_2013.pdf

Road to the Code
Road to the Code, published in 2000, is built upon research spanning more than ten years and many of the activities adapted for this program are based on previously validated research. Motivated by the fact that students with learning disabilities and other struggling readers often do not receive special instruction before third or fourth grade, the authors of Road to the Code, not wishing to wait until students experienced failure, developed and validated this program for the kindergarten curriculum with the express intent of improving the early reading and spelling skills of young students.

Florida Center for Reading Research
http://lizditz.typepad.com/files/road_code.pdf

Road to Reading-Two consensus panels (Snow et al., 1998; National Institute of Child Health and Human Development [NICHD], 2000) provided a much needed blueprint for early reading practices proven to reduce the number of students who experience difficulty learning to read. The practices include, among others, instruction in phonological awareness, the alphabetic principle, and accurate and fluent word recognition, as well as frequent opportunities for text-based reading with corrective feedback to build motivation and comprehension strategies. Road to Reading embraces these practices and provides a framework for providing both early intervention to prevent reading difficulties and remedial instruction for students who are struggling to learn to read

Excerpted from the Introduction of Road to Reading: A Program for Preventing and Remediating Reading Difficulties, by Benita A. Blachman, Ph.D., & Darlene Tangel, Ph.D.

Writing:

Research shows that handwriting is a foundational skill that can influence student's reading, writing, language use, and critical thinking (Saperstein Associates 2012). When children practice printing by hand, their neural activity is far more enhanced and "adult-like" (Bounds 2010). Research states that learning how to write by hand is a necessary motor exercise (Saperstein Associates 2012; James and Gauthier 2006; James 2012; Berninger 2012). Children consistently do better writing with a pen. They write more and they write faster (Berninger 2009). The Handwriting Without Tears® curriculum draws from years of research to provide developmentally appropriate, multisensory tools and strategies for your classroom.

http://www.hwtears.com/hwt/why-it-works/research/references

Math:

Math Curriculum and Instructional Alignment
The math curriculum and teaching materials will be reviewed for alignment with the state standards. Curriculum maps will be written for all grade levels using Rubicon Atlas. Teachers will be trained in how to align their teaching with grade level content curriculum maps. Teachers will also be provided training on how to create and use appropriate assessments both formative and summative. Instructional staff will be trained to implement strategies including the 8 core mathematical practices and designing rich mathematical tasks.

ASCD EduCore website http://educore.ascd.org Common Core Standards Initiative www.corestandards.org Evenson, A., McIver, M., Ryan,

S., & Schwols, A. (2013). Common Core Standards for Grade K-2 and 3-5 in ELA and Math. Alexandria, VA: ASCD Kanold, T., Briars, D., Fennel, F. (2012). What Principals Need to Know about Teaching and Learning Mathematics. Bloomington, IN: NAESP/Soluntion Tree Press.

Tier 2 and 3:

Corrective Reading:

Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grade 3 or higher who are reading below their grade level. The program has four levels that correspond to students' decoding skills. All lessons in the program are sequenced and scripted. Corrective Reading can be implemented in small groups of 4-5 students or in a whole-class format. Corrective Reading is intended to be taught in 45-minute lessons 4-5 times a week.

https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/120
https://www.nifdi.org/research/journal-of-di/volume-5-winter-2005/470-an-analysis-of-corrective-reading-research/file

STAR Math:

STAR Math--used for screening, progress-monitoring, and diagnostic assessment-- is a reliable, valid, and efficient, computer-adaptive assessment of general math achievement for grades 1-12. STAR Math provides nationally norm-referenced math scores and criterion-referenced evaluations of skill levels. A STAR Math assessment can be completed without teacher assistance in less than 15 minutes and repeated as often as weekly for progress monitoring.

http://www.doe.virginia.gov/school_finance/procurement/student_growth_assessments/renaissance/5,%20The%20Foundation%20of%20STAR.pdf

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.

Students that qualify (below the 50th percentile in NWEA) will receive extra support services at the Tier 2 and Tier 3 levels in reading, writing and math.

English Language Arts/Reading
Grade Span: K-5
Timely, effective, additional assistance provided: Three Title I Para-educators and one at-risk Para-educator are assigned to provide interventions to K-5 students who are not meeting the State's academic achievement assessment standards. The interventions being utilized include, iRead, Road to Reading, Road to the Code, K-5 PALS programs, REWARDS 4th grade, and Corrective Reading 3-5 days a week for 30 minutes per session.

Grade Span: 1-2
Timely, effective, additional assistance provided: An after school reading/writing program is offered to students not meeting NWEA achievement standards. This program is offered to 1st and 2nd grade students 2 days a week for an hour after school. The 1st grade program is offered for approximately 6 weeks. The 2nd grade program is offered for approximately 12 weeks.

Grade Span: 3-5

Timely, effective, additional assistance provided: An after school reading/writing program is offered to students not meeting NWEA achievement standards. This program is offered to 3rd - 5th grade students 2 days a week for an hour before or after school. The program is offered for approximately 6 weeks.

Writing

Grade Span: K-5

Timely, effective, additional assistance provided: Three Title I Para-educators and one at-risk Para-educator are assigned to provide interventions to K-5 students who are not meeting the State's academic achievement assessment standards. The para-educators work with small group or individual students on areas of need 3-5 days a week for 30 minutes a session. They also push into the classroom to provide additional support to qualifying students.

Grade Span: 1-2

Timely, effective, additional assistance provided: An after school reading/writing program is offered to students not meeting NWEA achievement standards. This program is offered to 1st and 2nd grade students 2 days a week for an hour after school. The 1st grade program is offered for approximately 6 weeks. The 2nd grade program is offered for approximately 12 weeks.

Grade Span: 3-5

Timely, effective, additional assistance provided: An after school reading/writing program is offered to students not meeting NWEA achievement standards. This program is offered to 3rd - 5th grade students 2 days a week for an hour before or after school. The program is offered for approximately 6 weeks.

Math

Grade Span: K-5

Timely, effective, additional assistance provided: Two TOPS teachers are assigned to provide interventions to K-5 students who are not meeting the State's academic achievement assessment standards. The interventions being used include Bridges intervention materials 3-5 days a week for 30 minutes a session.

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

Data review meetings are held 3 times a year to determine if the students' needs are being met. The special education teachers, teacher consultant, grade level teachers, para-educators, principal, and Title One Program Specialists are involved in the data review meetings. The student data is placed into an excel document. The committee reviews the data, determines the interventions needed, and makes curricular decisions. Grade level teachers are involved in scheduled grade level meetings as part of progress monitoring of student achievement.

Teachers will use NWEA to determine students who will be eligible for services in reading. Students below the 50th percentile on NWEA will be monitored using STAR Reading. K-5 students will also be monitored through Journey's Assessments.

Teachers will use NWEA to determine students who will be eligible for services in math. The bottom 50th percentile of NWEA will be

monitored through the use of STAR Math. K-5 students will also be monitored through Bridges Assessments.

Writing will be monitored by the grade level teachers using formal and informal assessments within the classroom. Teachers will make instructional decisions based on these assessments.

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	All of the paraprofessionals at Clinton Valley Elementary meet the highly qualified status under NCLB. Record of status is held on file in the principal's office at Clinton Valley as well as the Human Resource Department at the Board 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	All teachers at Clinton Valley Elementary meet the highly qualified status under NCLB. Record of status is held on file in the principal's office at Clinton Valley as well as the Human Resource Department at the Board Office.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

One teacher will not return for the 2018-2019 school year.

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

0-4 years - 3
5-10 years - 8
11-15 years - 7
16-20 years - 2
21-25 years - 4
26-30 years - 0
31-35+ years - 2

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

- CVE hosts full-time student teachers from various universities
- CVE nurtures and encourages a collaborative teaching environment
- CVE is a smaller building, which lends itself to cohesiveness and community-based relationships
- CVE provides opportunities for the staff to interact outside of the school day
- CVE PTO supports the teachers financially with stipends for classroom materials and/or school-based events
- CVE's principal nurtures the professional growth of all staff
- CVE has celebrations such as: pot-luck lunches, holiday gatherings
- CVE has acquired iPads for each classroom
- Teachers receives additional resources through grant awards
- Teachers are provided opportunities to interview teaching candidates
- Staff input is encouraged and valued in regards to policies and initiatives

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

- Competitive salary and benefit package
- Technology upgrades in all buildings

- State-of-the-art technological resources

- Professional development opportunities provided for all staff

- Upgraded facilities

- Enhanced security for students and staff safety

- District personnel attend job fairs

- District supports the development of teacher leaders

- All schools participate in the Facilitators of School Improvement training

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?

CVE does not have a high turnover rate of teaching staff.

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.

Based on our gap analysis, the following professional development has been identified for teachers at Clinton Valley Elementary:

Journeys

- All teachers will be trained in implementing Journeys.

Instructional Strategies across all content areas

- Classroom Instruction that Works (CITW) strategies will be revisited during designated staff meeting time.

Core Content Areas

- Teacher representatives for each content area at every elementary building will serve on a district committee that will develop curriculum maps and pacing guides across K-12 content areas.
- Implementation of the new math curriculum will be revisited during teachers common prep times.

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

Journeys:

- K-5 teachers will attend training in regards to the newly implemented Journeys Program. All classrooms were provided the resources needed to provide sustained and ongoing learning in ELA. Teachers will be provided common prep in order to plan for and discuss implementation. District curricular leaders will continue to provide additional support with implementation.

Instructional Strategies Across the Content Areas:

- All teaching staff at Clinton Valley have been trained in the use of the strategies outlined in Classroom Instruction that Works (CITW). We will revisit these strategies during designated staff meeting time.

Core Content Areas:

- At the district level, curriculum maps have been developed across all grade levels and content areas. Teachers will be expected to follow the scope and sequence using Rubicon Atlas. Professional development will be provided in areas where skills and knowledge need to be enhanced.
- The district is in the fourth year of implementation of the new math series. Professional development will continue to ensure fidelity and continuity of the program.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	See attached.	DRAFT PD plan

Component 6:   Strategies to Increase Parental Involvement

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

A team of the principal, 3 teachers, 2 parents, 1 para-educator, a schoolwide facilitator, and the district grant coordinator met 6 times to develop the schoolwide plan. We sought input from staff at meetings as well as surveys that were completed. The plan was shared with parents through the PTO meetings as well as newsletters. Parent input was sought through surveys as well. Clinton Valley Elementary (CVE) chose to have the students complete a survey. The surveys were used to determine areas of need and to guide programming. During the 2015-2016 school year meetings of the Parent Involvement Committee, staff meetings, PTO meetings, and Title 1 Schoolwide committee meetings were held to review our plan and assess our needs

The Title 1 Schoolwide plan for 2018-2019 was developed through staff meetings, PTO meetings, and Parent Involvement Committee meetings. Survey results from all stakeholder groups were used by staff, PTO and PIC to develop the plan.

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

There will be a PEN Night in the fall.
Participating on the Parent Teacher Organization.
Parents will be involved in running the following activities:

CVE PTO meetings feature a standing agenda item in order to discuss the planning, review, and improvement of the Parent Involvement Policy. The schoolwide program plan is developed during these meetings.

Title One meetings provide information to parents about the implementation of the schoolwide plan and how they may support it and be involved in that implementation.

Our Clinton Valley Parent Liaison will contact parents to encourage them to become involved in the implementation of the schoolwide plan.

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

CVE will evaluate and submit to the state one evidence-based strategy, program, or initiative using the Program Evaluation tool to measure the impact of the program on student achievement and the closing of achievement gaps.
Other strategies, programs, or initiatives will be evaluated in a similar manner by giving parent, teacher, staff, and student surveys to gather information on the effectiveness of our schoolwide program. These surveys are analyzed by the staff and modifications are implemented.
Staff members participate in data review teams to further evaluate school achievement data. State and district data collected determines our school's resources, instructional, and professional development needs.

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.	PIP

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

1118 (e) (1) Provide assistance to parents to understand content standards, assessments, Title One programming, monitoring student progress, and how to work with educators.

School staff annually shares with parents the state's content expectations, the state's annual assessment, and ways to monitor their child's progress.

- State standards are shared with parents through curriculum night, open house, and on the school and district website.

- The state annual assessment results are shared with parents through a mailing of their child's results provided by the state.

- During curriculum night, the teachers inform parents of the timing of benchmark assessments and ways to identify how their child is progressing.

This information is also reinforced at conferences. Teacher newsletters provide information on classroom assessments and content expectations.

1118 (e) (2) Provide materials and training for parents.

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. Materials and training include:

- Learning kits

- Parent Education Nights

- Summer sessions and materials

- Home access to online learning resources like: Spelling City, iRead, RAZ Kids, etc.

- Leveled Reading Resources

1118 (e) (3) Training for school staff on the importance of parent involvement.

CVE values the contributions of parents and strives to develop strong parent-school relationships. Professional learning opportunities are provided to staff and parents in ways that continue to foster ties between parents and the school. We will utilize resources provided on the MDE and MAS/FPS websites to increase parent involvement.

Teachers partner with parents to encourage their participation in classroom activities, field trips, and ways to support their child's achievement outside of the classroom.

1118 (e) (4) Coordinate with parent involvement in other programs in the school.

Coordination with other programs for parent involvement includes:

- Parent Education Network (PEN)

- District parent involvement personnel

- Great Start Readiness Program (GSRP - "Curious Fours"), Title III (Bilingual), Title VII (Indian Education Grant Program)

Invitations to events in fall and winter will be extended to parents of preschool children so they can begin to develop a partnership with CVE. Students in 5th grade that are transitioning to middle school attend an orientation held at the middle school. Parents are invited to a special

meeting to assist in the transition of their child to 6th grade.

1118 (e) (5) Provide information in a format that is understandable to parents.

All communication provided to our parents is done in language that is easy to understand and devoid of educational jargon. Communications include:

- Newsletters: school-wide and classroom newsletters
- Website documents
- PTO meeting minutes
- School event flyers
- Annual Education Report (AER)
-     Communication Folders/Classroom Dojo/Other methods of school/home communication

1118 (e) (14) Provide other reasonable support as requested

Parents are provided with other reasonable support and/or referrals such as:

- Tutoring services
- Social work services
- Homeless education
- Food and Clothing for families
- Dental services through mobile dentist
- Transportation beyond what is provided at the district level

CVE makes every effort to support families in times of crisis and transition. We have a giving tree during the holidays and use the school newsletter to inform parents of services that are available. A partnership with the Goodfellows provides backpacks for students in need and the Kiwanis Club provides dictionaries for every 3rd grade student. Christmas in Clinton Township has provided for CVE families in need during the holidays.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children: describe how you handle or will handle each of these parent groups.

Provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

- Limited English proficiency: School documents are translated in multiple languages. Translators are available for conferences and meetings. Tutors work with students and their families to assist in understanding state standards and assessments.
- Parents with disabilities: CVE is ADA compliant. For those with visual impairments, accommodations for large print or braille text can be made. Amplification devices and sign language interpreters are available for the hearing impaired. Teachers are willing to make arrangements with parents who are physically or otherwise impaired to discuss student progress or address the needs of students.
- Parents of migratory children: A meeting with the student and parents will be held to help the student adjust to his/her new surroundings, expectations, and curriculum. Assistance will be provided to parents in completing all documents necessary for enrollment. A new student orientation will be held to assist in the smooth transition to CVE. CVE will communicate with the school the student is transferring from/to in order to ensure a smooth transition.

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

CVE PTO meetings feature a standing agenda item in order to discuss the planning, review, and improvement of the parent involvement policy. The schoolwide program plan is developed and evaluated during these meetings with the support of the Clinton Valley Parent Liason.

CVE conducts annual surveys with all stakeholder groups in order to evaluate the parent involvement component of the schoolwide plan and generate feedback.

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

Clinton Valley Elementary will evaluate and submit to the state one evidence-based strategy, program, or initiative using the Program Evaluation Tool to measure the impact of the program on student achievement and the closing of achievement gaps. Other strategies, programs, or initiatives will be evaluated in a similar manner by giving parent, teacher, staff, and student surveys to gather information on the effectiveness of our schoolwide program. These surveys are analyzed by the staff and modifications are implemented. Staff members participate in teams to further evaluate school achievement data. State and district data collected determines our school's resources, instructional, and professional development needs.

Clinton Valley Elementary's School Improvement Goal Team reviews the schoolwide plan at restructured day meetings and staff meetings held throughout the school year in order to consider any revisions that may be needed. The SI Goal Team will make the necessary adjustments to improve the plan. This process allows for continuous improvement and promotes academic growth. A cohesive partnership with parents, teachers, staff, and students ensures the success of our schoolwide plan.

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

The school-parent compact was developed by a team of teachers, administrators, staff, and parents. The compact is reviewed by parents and staff on an annual basis at Parent Involvement, PTO, and staff meetings. Recommended changes are taken into consideration and implemented.

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

The school-parent 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. The signed compacts are held on file in the principal's office.

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

Clinton Valley is a K-5 elementary school and does not share the compact with middle school or high school. The school-parent compact will be shared annually at elementary 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. The signed compacts are held on file in the principal's office.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	A copy of the compact is attached.	Compact

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

User Friendly: All communication provided to our parents is done in language that is easy to understand and devoid of educational jargon. Communications include:

- Newsletters: school-wide and classroom newsletters

- Website documents

-      Parent Involvement meeting minutes

- PTO meeting minutes

- School event flyers

- Annual Education Report (AER)

Limited English: School documents can be translated in multiple languages. Translators are available for conferences and meetings. Tutors work with students and their families to assist in understanding state standards and assessments.

Parents with disabilities: CVE is ADA compliant. For those with visual impairments accommodations for large print or braille text can be made. Amplification devices and sign language interpreters are available for the hearing impaired. Teachers are willing to make arrangements with parents who are physically or otherwise impaired to discuss student progress or address the needs of students.

Literacy Issues: CVE will provide parents with literacy issues the opportunity to meet with staff to explain the results of academic assessments.

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?

Preschool siblings of CVE students are invited to attend after school activities. A GSRP funded preschool class is housed at CVE next to our kindergarten classrooms. In fall and spring, the kindergarten students show the preschool students their classroom, hear a story read aloud by the kindergarten teacher, and participate in various activities.

In the spring, all students entering kindergarten are invited to Kindergarten Kick-off. At this time, the students are able to explore the classroom, meet the teachers, ride a school bus, and are assessed on readiness skills. Students who qualify for pre-kindergarten intervention are offered the opportunity to attend the Bridge to Kindergarten summer program. Parents are introduced to office personnel, PTO officers, district Title One personnel, para-educators, and kindergarten teachers.

Preschool children and their parents will be invited to upcoming events to foster school and community involvement. These events include PTO sponsored events, mini workshops, and parent education and kindergarten readiness sessions.

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?

Preschool and kindergarten teachers will attend the Kindergarten Transition workshop offered at the MISD. This training focuses on school readiness, ways to work with parents, and provides materials for parents to utilize while working at home with their preschool children.

CVE will provide mini workshops which include literacy awareness, language development, fine and gross motor skills, and incorporating math in everyday life. (PEN nights)

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?

Our building has representatives on each of the 7 district level curriculum councils. The role of the curriculum council is to identify and distribute resources that align with the state standards, develop curriculum maps, develop and design common assessments, identify and provide professional development for the district, and provide support for teachers.

Annually, the staff talks about various assessments that are currently used and makes a determination as to whether or not those assessments will be continued. Teachers have the academic freedom to choose assessments outside of those required to meet the instructional needs of students.

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

Teachers have common preparation periods to discuss achievement data and academic needs of students. Data review meetings are held three times per year to analyze benchmark test results and to make instructional decisions based on the data.

State assessment and NWEA results are used to identify gaps within the curriculum as well as to develop supports for students not meeting state standards. Teachers (3-5) are emailed results to look over the item analysis for their grade level to adjust their scope and sequence.

Individual teachers use observational and progress monitoring data to identify students that may need small group and/or differentiated instruction.

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.

All students scoring below the 50th percentile in reading and math in the NWEA MAP assessment are identified and provided with Tier 2 and Tier 3 interventions in order to address learning gaps.

These students are also provided an Individualized Reading Improvement Plan to inform parents of the interventions and assessments that are in place.

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?

English Language Arts/Reading
Grade Span: K-5
Timely, effective, additional assistance provided: Three Title One Para-educators and one At-Risk Para-educator are assigned to provide interventions to K-5 students who are not meeting the NWEA or the State's academic achievement assessment standards. The interventions being utilized include iRead, Road to Reading, Road to the Code, K-5 PALS programs, and Corrective Reading 3-5 days per week for 30 minutes per session.

Grade Span: 1-2
Timely, effective, additional assistance provided: An after school reading/writing program is offered to students not meeting NWEA achievement standards. This program is offered to 1st and 2nd grade students 2 days a week for an hour after school. The 1st grade program is offered for approximately 6 weeks. The 2nd grade program is offered for approximately 12 weeks.

Writing
Grade Span: K-3
Timely, effective, additional assistance provided: Title One Program Specialist are assigned to provide interventions to K-3 students who are not meeting the State's academic achievement assessment standards. The TOPS teachers work with small group or individual students on areas of need 3-5 days a week for 30 minutes a session. They also push into the classroom to provide support to qualifying students.

Grade Span: 1-2
Timely, effective, additional assistance provided: An after school reading/writing program is offered to students not meeting NWEA achievement standards. This program is offered to 1st and 2nd grade students 2 days a week for an hour after school. The 1st grade program is offered for approximately 6 weeks. The 2nd grade program is offered for approximately 12 weeks.

Grade Span: 3-5
Timely, effective, additional assistance provided: Two TOPS teachers are assigned to provide interventions to K-5 students who are not

meeting the NWEA or State's academic achievement assessment standards. The TOPS teachers work with small group or individual students 3 days a week for 30 minutes a session on areas of need. They also push into the classroom to provide support to qualifying students.

Math

Grade Span: K-3
Timely, effective, additional assistance provided: The TOPS teachers are assigned to provide interventions to K-3 students who are not meeting the NWEA or State's academic achievement assessment standards. The interventions being used include Bridges intervention materials 3-5 days a week for 30 minutes a session.

Grade Span: 4-5
Timely, effective, additional assistance provided: The TOPS teachers are assigned to provide interventions to 4-5 students not meeting the NWEA or State's academic achievement assessment standards. The interventions being used include Bridges intervention materials 3 days a week for 30 minutes a session.

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

Teachers are differentiating instruction through the use of Journeys materials for differentiated instruction. The students are grouped based on their instructional levels according to their NWEA, Journeys and/or DRA assessment data. The Journeys leveled readers provides the students with the tools needed at their levels to increase fluency and comprehension.

Teachers are also using guided writing and teacher conferencing in order to differentiate instruction in writing.

Throughout math instruction, students are provided time in Work Places. During Work Place time, teachers are working with small groups of students based on formal and informal Bridges assessments.

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 reach 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 to the students.

Federal Resources, Programs, and Grants: Title I, Part A, Title II, Part A, Title III (ESL), GSRP
o Title I, Part A:
 3 Para-educators, 1 At Risk Para-Educator, 2 Title I Teacher Specialist (TOPS), 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), 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:
 Para-educator support via pull-out tutoring services to eligible bi-lingual students, Parent Education services, Parent Night events, book fairs, support at Parent/Teacher conferences.
o GSRP (Pre-school):
 Pre-school education program via half-day program with certified teacher and highly qualified associate teacher (para-educator) for eligible students.
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 3 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 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.
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.

State Resources, Programs, and Grants: Section 31a (At Risk) Grant
o 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. ESL para-educators provide English acquisition support services to eligible students.

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 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.).

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 and 31a funds have provided Clinton Valley 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), 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, 3x/year), comprising our needs assessment for academic growth and direct our strategies for reform.

- Title I funds have provided the support services of 3 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 certified teachers (TOPS) working with identified, eligible students in the upper grades (3-5).

- Title and 31a funds support iRead and STAR 360 computer-based interventions. Title funds will be used to purchase 10 iPads in addition to appropriate software programs for interventions.

- 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. K-5 teachers will be trained in our new ELA program (Journeys) which incorporates a balanced literacy approach. K-5 teachers will continue to incorporate Daily 5 activities into their balanced literacy approach.

- Title III funds provide the resources for ESL book fair opportunities for students and their families, and other services provided by the district's Title III funded Parent Liaison. Title III funds were used to provide Rosetta Stone licenses which are used by ESL tutors, students, and parents.

- 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-5. This grant also provides the funding support for one 0.5 FTE Social Worker, who provides appropriate services to identified, eligible students. 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 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 K-5 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, CHAMPPS, 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.
- Title I, Title III, and 31a funds are used to sponsor "Parent Night" events that educate parents on ways to support their child's education.
- GSRP supports parent involvement via Parent Action Committee meetings, held 4x yearly, and encourages parent presence in the classroom.

7. Pre-school Transition: General Funds, GSRP
- Clinton Valley uses general 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 Corrective Reading, iRead and 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 3 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 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. ESL para-educators provide English acquisition support services to eligible students.

10. Coordination and Integration of Federal, State, and Local Resources:
- Our Schoolwide status allows Clinton Valley 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.

- Clinton Valley 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 Clinton Valley Elementary is just under 55% poverty, the highest level of poverty in the district. This program remains a vital one to allow students 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 per classroom.
- Clinton Valley 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.

Clinton Valley Elementary will evaluate and submit to the state one evidence-based strategy, program, or initiative using the Program Evaluation Tool to measure the impact of the program on student achievement and the closing of achievement gaps. Other strategies, programs, or initiatives will be evaluated in a similar manner by giving parents, teachers, staff, and student surveys to gather information on the effectiveness of our schoolwide program. These surveys are analyzed by the staff and modifications are implemented. Staff members participate in teams to further evaluate school achievement data. State and district data collected determines our school's resources, instructional, and professional development needs.

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.

Clinton Valley Elementary will evaluate and submit to the state one evidence-based strategy, program, or initiative using the Program Evaluation Tool to measure the impact of the program on student achievement and the closing of achievement gaps. Throughout the year, Clinton Valley Elementary will have School Improvement (SI) Goal Teams that consist of staff and parents. This SI Goal Team will meet to review district and state data, along with current practices, to determine the success of the schoolwide program. In math, we use the state assessment, NWEA, and formative/summative assessments embedded in the Bridges math program. In reading, we use the state assessment, NWEA, and Journeys progress monitoring assessments. In science and social studies, we use state assessments and end-of-unit assessments embedded within the curriculum. All of these assessments provide the SI Goal Teams information to analyze and determine areas of needs and trends. This information is shared with parents and their input is solicited for improvement of programming.

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.

Clinton Valley Elementary will evaluate and submit to the state one evidence-based strategy, program, or initiative using the Program Evaluation Tool to measure the impact of the program on student achievement and the closing of achievement gaps. Clinton Valley Elementary's SI Goal Teams will analyze gathered data at each individual grade level. The data is compiled from state and district assessments. We will also determine the effectiveness of the schoolwide program by student growth. This growth is tracked through progress monitoring of the students, formative assessments, and district and state assessments. Parents are provided opportunities via surveys and meetings to give input to the effectiveness of the schoolwide program and ways to increase effectiveness where needed.

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?

Clinton Valley Elementary's SI Goal Team reviews the schoolwide plan at restructured day meetings and staff meetings held throughout the school year in order to consider any revisions that may be needed. The SI Goal Team will make the necessary adjustments to improve the plan. This process allows for continuous improvement and promotes academic growth. A cohesive partnership with parents, teachers, staff

and students ensures the success of our schoolwide plan.

2018-2019 Clinton Valley Elementary 3 Goals

Overview

Plan Name

2018-2019 Clinton Valley Elementary 3 Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve in writing. -Updated 2018-2019	Objectives: 1 Strategies: 3 Activities: 9	Academic	$2600
2	All students will improve in math. - Updated 2018-2019	Objectives: 1 Strategies: 2 Activities: 13	Academic	$177000
3	All students will improve in reading. Updated 2018-2019	Objectives: 2 Strategies: 3 Activities: 24	Academic	$403800

Goal 1: All students will improve in writing. -Updated 2018-2019

Measurable Objective 1:

85% 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 in all claim areas in Writing by 06/20/2024 as measured by District rubrics and Spring State Assessment 2024.

Strategy 1:

Classroom Instruction That Works Strategies - Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement.

All teachers will utilize the strategies with an emphasis on Cooperative Learning within language arts.

To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within the school. Teachers will use a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement.

Category: English/Language Arts

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

Tier: Tier 1

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Getting Ready, Teacher Collaboration	Tier 1	Getting Ready	09/04/2018	06/20/2019	$2000	Title I Schoolwide	All Instructional Staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy.	Implementation	Tier 1	Implement	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key indicators of implementation will be used with 5+D observations to identify CITW strategies within instruction.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	$600	Title I Schoolwide	All Instructional Staff

Activity - Montior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meeting time to discuss levels of implementation.	Monitor, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Evaluation	Tier 1	Evaluate	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Strategy 2:

Core Curriculum Writing-Journeys - Instructional staff will use common rubrics by grade or course to assess student writing. These will be aligned with state standards.

Writing strategies from the newly adopted Journeys program will be incorporated across the curriculum.

Category: English/Language Arts

Research Cited: https://www.hmhco.com/~/media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf?la=enMcIver, M., Ryans, S., Schwols, A. (2013). Common Core Standards for Elementary Grades K-2 in Math and ELA. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Assessment Development and In-service on information, argument, and opinion writing.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Current assessments and rubrics will be reviewed for alignment with the state standards. Teachers will be trained to use Journeys assessments, rubrics, and writing prompts. Additional prompts will be developed for all levels that require informational, argument, or opinion writing. Teachers will be trained on incorporating this type of writing across the curriculum. | Professional Learning, Technology | Tier 1 | Getting Ready | 09/04/2018 | 06/20/2019 | $0 | No Funding Required | Curriculum Director, ELA Curriculum Leaders, ELA Curriculum Council Members, and teachers |

Strategy 3:

Handwriting Without Tears - Over the past 4 years, the Handwriting Without Tears program was implemented by all teachers, resource room teachers, and para-educators in grades K-3. Results indicated that students fluency in writing increased which improved their writing proficiency. In order to provide continuity, upper elementary teachers were introduced to the concepts and components of HWT during the 2015-2016 school year. All teachers will use the program within the classroom.

Category: Other - Handwriting

Research Cited: Handwriting Without Tears Research at www.hwtears.com.

Data collected from program participants - student writing samples.

Tier: Tier 1

Activity - Sustaining Handwriting Without Tears Program in Upper Elementary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement HWT.	Professional Learning	Tier 1	Implement	09/04/2018	06/20/2019	$0	No Funding Required	Educational Services, ELA Curriculum Leaders, HWT trainers, Building Principals, Instructional Staff

Goal 2: All students will improve in math. - Updated 2018-2019

Measurable Objective 1:

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 in all claim areas in Mathematics by 06/20/2024 as measured by Spring State Assessment 2024.

Strategy 1:

Classroom Instruction that Works - Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement. All teachers will utilize the strategies with an emphasis on Cooperative Learning within the Bridges mathematics program. To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within the school. Teachers will use the Bridges mathematics program for instruction which effectively uses a common set of instructional strategies as well as common language.

Category: Mathematics

Research Cited: The following research provides evidence for the effectiveness of the Bridges program. Information was obtained from: http://bridges1.mathlearningcenter.org/media/Annotated_Biblio_Bridges.pdf

Tier: Tier 1

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy within the Bridges program.	Getting Ready, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the CITW implementation guide which identifies critical components and non-negotiables required to understand the expectations for implementation in their classrooms. Teachers will receive continued support from the math curriculum council in the Bridges Math Program.	Curriculum Development, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies within the Bridges program. All instructional staff will utilize math curricular leaders as needed to engage in peer coaching of the Bridges Math Program.	Implementation, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/20/2019	$0	No Funding Required	All instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy within the Bridges mathematics program. Instructional staff will implement Bridges Mathematics Program with fidelity. | Implementation, Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/20/2019 | $5000 | Title I Schoolwide | All Instructional Staff |

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key indicators of implementation will be used with 5 + D observations to identify CITW strategies within Bridges mathematics instruction.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meeting time to discuss levels of implementation.	Monitor, Communication, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/20/2019	$0	No Funding Required	Instructional Staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Evaluation, Teacher Collaboration	Tier 1	Evaluate	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Strategy 2:

Title 1 support services for Title 1 eligle students - Title 1 identified students will receive support in math from teachers known as TOPS teachers (Title One Program Specialists).

Category: Mathematics

Research Cited: http://www.rtinetwork.org/essential/tieredinstruction/tier2/whats-your-plan-accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-2

Tier: Tier 2

Activity - Para-educators (4)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement in math. $100 per day, per paraprofessional = $104000	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	$104000	Title I Schoolwide	Para-educators, principal, district title 1 director

Activity - Paraeducator extended day math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators and Title One Support (TOPS) will supply extended day support in math to identified students in extended day settings to increase student achievement. $15.00 per hour, per para-educator= $6000	Academic Support Program	Tier 2	Implement	09/04/2018	06/20/2019	$1000	Title I Schoolwide	TOPS Teachers, Para-educators, Principal

Activity - 3 Title One Program Specilists will provide interventions to eligible students in math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff (title 1 program specialists) will provide instructional support to identified students during the regular school day in math to increase student achievement. $100 per day per teacher = $36000	Academic Support Program	Tier 2	Implement	09/04/2018	06/20/2019	$36000	Title I Schoolwide	Principal, Title 1 program specialist teachers

Activity - Bridges Interventions for Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Program Specialist Teachers and classroom teachers will use Bridges Interventions to provide instructional support in Math.	Academic Support Program, Technology	Tier 2	Monitor	09/04/2018	06/20/2019	$5000	Title I Schoolwide	Title 1 program specialist teachers, teachers

Activity - iPads and Laptops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPads and/or laptops will be used to provide instructional support. Title 1 dedicated laptops and cart will be purchased during 2018-19 school year.	Academic Support Program, Technology	Tier 2	Monitor	09/04/2018	06/20/2019	$25000	Title I Schoolwide	Principal, para-educators, teachers, media clerk, title I program specialists

Activity - Bridges Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Para-educators, Title 1 Program Specialist Teachers and classroom teachers will use Bridges Intervention materials to provide instructional support in Math.	Materials, Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/20/2019	$1000	Title I Schoolwide	Title I Program Specialists, Teachers, Para-educators

Goal 3: All students will improve in reading. Updated 2018-2019

Measurable Objective 1:

60% 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 in all claim areas in Reading by 06/20/2024 as measured by Spring State Assessment 2024.

Strategy 1:

Classroom Instruction That Works Strategies - Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement.

All teachers will utilize the strategies with an emphasis on Cooperative Learning within the Journeys reading program. To ensure that all students succeed

academically, we believe that high-quality instruction must be the norm and not the exception within the school. Teachers will use the Journeys program for instruction

which effectively uses a common set of instructional strategies as well as common language.

Category: English/Language Arts

Research Cited: Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student

achievement (2nd ed.). Alexandria, VA: ASCD.

https://www.hmhco.com/~/media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf

Tier: Tier 1

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy within the Journeys program.	Getting Ready, Teacher Collaboration	Tier 1	Getting Ready	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms within the Journeys program.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

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Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies within the Journeys program.	Monitor, Implementation, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy within the Journeys program.	Implementation	Tier 1	Implement	09/04/2018	06/20/2019	$20000	Title I Schoolwide	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key indicators of implementation will be used with the 5+D Observations to identify CITW strategies within Journeys instruction.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meeting time to discuss levels of implementation.	Monitor, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Evaluation, Teacher Collaboration	Tier 1	Evaluate	09/04/2018	06/20/2019	$1500	Title I Schoolwide	All Instructional Staff

Strategy 2:

Title I Services - Title 1 identified students will receive support in reading from Para-educators and teachers known as TOPS teachers (Title One Program Specialists).

Category: English/Language Arts

Research Cited: MTSS

Tier: Tier 2

School Improvement Plan

Clinton Valley Elementary School

Activity - Para-educators (4)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement. $100 per day, per Para-educator - $96000	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	$96000	Title I Schoolwide, Section 31a	Para-educators and teachers

Activity - Para-educator Extended Day Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators will provide instructional support to identified Title I students in extended day settings in content areas to increase student achievement; $15.00/hour per Paraprofessional. $6000	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	$6000	Title I Schoolwide	Para-educators

Activity - 3 Title One Program Specialists (TOPS) will provide interventions to eligible students K-5 in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers (Title 1 Program Specialists) will provide instructional support to identified Title I students during the regular school day in content areas to increase student achievement.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	$36000	Title I Schoolwide	TOPS (Title 1 teachers), classroom teachers

Activity - Teachers to provide extended day instructional support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instructional support to identified Title I students in extended day settings in content areas to increase student achievement; $20.00/hour per Teacher	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	$2000	Title I Schoolwide	Teachers

Activity - MTSS Instructional Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Program Specialist Teachers and classroom teachers will use iRead, STAR, Road to the Code, Road to Reading, Rewards, K-PALS, 1st Grade PALS, and PALS 2-6, to provide instructional support. Some programs will be used in the classroom. Some programs will be used with support staff.	Supplemental Materials, Academic Support Program, Technology	Tier 2	Monitor	09/04/2018	06/20/2019	$4000	Title I Schoolwide	Title 1 Program Specialist Teacher, Principal, District Title 1 director, Classroom Teachers, Director of Curriculum and Assessment, Para-educators

School Improvement Plan

Clinton Valley Elementary School

Activity - Laptop Cart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Laptops and a cart will be purchased for interventions delivered by Para educators and Tops teachers.	Academic Support Program, Technology	Tier 2	Monitor	09/04/2018	06/20/2019	$25000	Title I Schoolwide	Principal, para-educators, title 1 program specialist teachers, media clerk, teachers

Activity - Software programs to facilitate student understanding in reading.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Software programs that sharpen students reading comprehension skills and fluency will be purchased to facilitate student understanding to identified Title I students of grades K-5. Estimated costs of $1500 include installation.	Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/20/2019	$3000	Title I Schoolwide	Principal, para-educators, title 1 program specialist teachers, classroom teachers, media clerk

Activity - Professional Development related to support intervention services.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 teachers will attend 2 trainings each in regards to developing and using newly purchased ipads and/or Laptops for Tier II interventions.	Professional Learning	Tier 2	Getting Ready	09/04/2018	06/20/2019	$800	Title I Schoolwide	Principal, teachers, para-educators, title 1 program specialist teachers

Activity - STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use STAR Reading assessments to identify and progress monitor Title I students.	Academic Support Program, Professional Learning, Technology	Tier 2	Getting Ready	09/04/2018	06/20/2019	$0	No Funding Required	Para-educators, Title I Program Specialists

Activity - iRead	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Para-educators will use iRead to provide tier II instruction for the bottom 25th percentile according to NWEA MAP in reading.	Monitor, Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/20/2019	$0	No Funding Required	Teachers, Para-educators, Title I Program Specialists

Measurable Objective 2:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in English Language Arts by 06/20/2024 as measured by Spring State Assessment 2024.

Strategy 1:

MTSS - Teachers will utilize assessment data to determine individual student needs. Students will be provided 30 minutes of supplemental language arts support. The students will receive support at the following levels: enrichment, grade-level, below grade level. All instructional staff will provide language arts support during the 30 minute block.

Category: English/Language Arts

Research Cited: http://www.rtinetwork.org/essential/tieredinstruction/tier2/whats-your-plan-accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-2

Tier: Tier 2

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data during data review meetings to determine appropriate grouping of students and determine research based programs to be utilized during the 30 minute block.	Direct Instruction, Academic Support Program, Getting Ready, Teacher Collaboration, Technology	Tier 2	Getting Ready	09/04/2018	06/20/2019	$104000	Title I Schoolwide	All Instructional Staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will continue to be involved in data review meetings to analyze data and make decisions about programs being used and research programs to make necessary adjustments to meet student needs. | Curriculum Development, Materials, Academic Support Program, Getting Ready, Teacher Collaboration | Tier 2 | Getting Ready | 09/04/2018 | 06/20/2019 | $1500 | Title I Schoolwide | All Instructional Staff |

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will be provided a schedule for MTSS 30 minute blocks.	Implementation, Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will utilize the 30 minute MTSS block to provide Tier 2 instructional support.	Implementation, Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/20/2019	$104000	Title I Schoolwide	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will review data to ensure implementation is done with fidelity.	Monitor, Academic Support Program, Teacher Collaboration	Tier 2	Monitor	09/04/2018	06/20/2019	$0	No Funding Required	All Instructional Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will use grade level meeting time to discuss levels of implementation. | Monitor, Academic Support Program, Teacher Collaboration | Tier 2 | Monitor | 09/04/2018 | 06/20/2019 | $0 | No Funding Required | All Instructional Staff |

Activity - 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 and success of the program.	Academic Support Program, Evaluation, Teacher Collaboration	Tier 2	Evaluate	09/04/2018	06/20/2019	$0	No Funding Required	All instructional 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
Para-educators (4)	Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement. $100 per day, per Para-educator - $96000	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	$24000	Para-educators and teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Para-educator Extended Day Support	Para-educators will provide instructional support to identified Title I students in extended day settings in content areas to increase student achievement; $15.00/hour per Paraprofessional. $6000	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	$6000	Para-educators
Implement	Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy within the Bridges mathematics program. Instructional staff will implement Bridges Mathematics Program with fidelity.	Implementation, Direct Instruction	Tier 1	Implement	09/04/2018	06/20/2019	$5000	All Instructional Staff
Paraeducator extended day math support	Para-educators and Title One Support (TOPS) will supply extended day support in math to identified students in extended day settings to increase student achievement. $15.00 per hour, per para-educator= $6000	Academic Support Program	Tier 2	Implement	09/04/2018	06/20/2019	$1000	TOPS Teachers, Para-educators, Principal
3 Title One Program Specilists will provide interventions to eligible students in math	Staff (title 1 program specialists) will provide instructional support to identified students during the regular school day in math to increase student achievement. $100 per day per teacher = $36000	Academic Support Program	Tier 2	Implement	09/04/2018	06/20/2019	$36000	Principal, Title 1 program specialist teachers
3 Title One Program Specialists (TOPS) will provide interventions to eligible students K-5 in Reading	Teachers (Title 1 Program Specialists) will provide instructional support to identified Title I students during the regular school day in content areas to increase student achievement.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	$36000	TOPS (Title 1 teachers), classroom teachers

Monitor	Key indicators of implementation will be used with 5+D observations to identify CITW strategies within instruction.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	$600	All Instructional Staff
Implement	Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy within the Journeys program.	Implementation	Tier 1	Implement	09/04/2018	06/20/2019	$20000	All Instructional Staff
Knowledge and Skills	Teachers will continue to be involved in data review meetings to analyze data and make decisions about programs being used and research programs to make necessary adjustments to meet student needs.	Curriculum Development, Materials, Academic Support Program, Getting Ready, Teacher Collaboration	Tier 2	Getting Ready	09/04/2018	06/20/2019	$1500	All Instructional Staff
Professional Development related to support intervention services.	2 teachers will attend 2 trainings each in regards to developing and using newly purchased ipads and/or Laptops for Tier II interventions.	Professional Learning	Tier 2	Getting Ready	09/04/2018	06/20/2019	$800	Principal, teachers, para-educators, title 1 program specialist teachers
Teachers to provide extended day instructional support	Teachers will provide instructional support to identified Title I students in extended day settings in content areas to increase student achievement; $20.00/hour per Teacher	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	$2000	Teachers
Laptop Cart	Laptops and a cart will be purchased for interventions delivered by Para educators and Tops teachers.	Academic Support Program, Technology	Tier 2	Monitor	09/04/2018	06/20/2019	$25000	Principal, para-educators, title 1 program specialist teachers, media clerk, teachers
iPads and Laptops	iPads and/or laptops will be used to provide instructional support. Title 1 dedicated laptops and cart will be purchased during 2018-19 school year.	Academic Support Program, Technology	Tier 2	Monitor	09/04/2018	06/20/2019	$25000	Principal, para-educators, teachers, media clerk, title I program specialists

Para-educators (4)	Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement. $100 per day, per Para-educator - $96000	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	$72000	Para-educators and teachers
Implement	All instructional staff will utilize the 30 minute MTSS block to provide Tier 2 instructional support.	Implementation, Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/20/2019	$104000	All Instructional Staff
Bridges Interventions for Math Intervention	Title 1 Program Specialist Teachers and classroom teachers will use Bridges Interventions to provide instructional support in Math.	Academic Support Program, Technology	Tier 2	Monitor	09/04/2018	06/20/2019	$5000	Title 1 program specialist teachers, teachers
Bridges Intervention Materials	Para-educators, Title 1 Program Specialist Teachers and classroom teachers will use Bridges Intervention materials to provide instructional support in Math.	Materials, Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/20/2019	$1000	Title I Program Specialists, Teachers, Para-educators
Software programs to facilitate student understanding in reading.	Software programs that sharpen students reading comprehension skills and fluency will be purchased to facilitate student understanding to identified Title I students of grades K-5. Estimated costs of $1500 include installation.	Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/20/2019	$3000	Principal, para-educators, title 1 program specialist teachers, classroom teachers, media clerk
Readiness	Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy.	Getting Ready, Teacher Collaboration	Tier 1	Getting Ready	09/04/2018	06/20/2019	$2000	All Instructional Staff
Para-educators (4)	Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement in math. $100 per day, per paraprofessional = $104000	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	$104000	Para-educators, principal, district title 1 director
Evaluate	Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Evaluation, Teacher Collaboration	Tier 1	Evaluate	09/04/2018	06/20/2019	$1500	All Instructional Staff

MTSS Instructional Programs	Title 1 Program Specialist Teachers and classroom teachers will use iRead, STAR, Road to the Code, Road to Reading, Rewards, K-PALS, 1st Grade PALS, and PALS 2-6, to provide instructional support. Some programs will be used in the classroom. Some programs will be used with support staff.	Supplemental Materials, Academic Support Program, Technology	Tier 2	Monitor	09/04/2018	06/20/2019	$4000	Title 1 Program Specialist Teacher, Principal, District Title 1 director, Classroom Teachers, Director of Curriculum and Assessment, Para-educators
Readiness	Teachers will analyze data during data review meetings to determine appropriate grouping of students and determine research based programs to be utilized during the 30 minute block.	Direct Instruction, Academic Support Program, Getting Ready, Teacher Collaboration, Technology	Tier 2	Getting Ready	09/04/2018	06/20/2019	$104000	All Instructional Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
iRead	Teachers and Para-educators will use iRead to provide tier II instruction for the bottom 25th percentile according to NWEA MAP in reading.	Monitor, Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/20/2019	$0	Teachers, Para-educators, Title I Program Specialists
Monitor	Key indicators of implementation will be used with the 5+D Observations to identify CITW strategies within Journeys instruction.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	$0	All Instructional Staff
Implement	Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy.	Implementation	Tier 1	Implement	09/04/2018	06/20/2019	$0	All Instructional Staff

Opportunity to Implement	Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies within the Bridges program. All instructional staff will utilize math curricular leaders as needed to engage in peer coaching of the Bridges Math Program.	Implementation, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/20/2019	$0	All instructional staff
Knowledge and Skills	Teachers will use the CITW implementation guide which identifies critical components and non-negotiables required to understand the expectations for implementation in their classrooms. Teachers will receive continued support from the math curriculum council in the Bridges Math Program.	Curriculum Development, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	$0	All Instructional Staff
Montior	Teachers will use grade level meeting time to discuss levels of implementation.	Monitor, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/20/2019	$0	All Instructional Staff
Opportunity to Implement	Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/20/2019	$0	All Instructional Staff
Knowledge and Skills	Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms within the Journeys program.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	$0	All Instructional Staff
Knowledge and Skills	Teachers will use the CITW implementation guide which identifies Critical Components and Non-negotiables required to understand as a school the expectations for implementation in their classrooms.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	$0	All Instructional Staff
Opportunity to Implement	Teachers will identify a colleague to engage in peer coaching during the implementation of CITW strategies within the Journeys program.	Monitor, Implementation, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/20/2019	$0	All Instructional Staff
Montior	Teachers will use grade level meeting time to discuss levels of implementation.	Monitor, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/20/2019	$0	All Instructional Staff
Monitor	Key indicators of implementation will be used with 5 + D observations to identify CITW strategies within Bridges mathematics instruction.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	$0	All Instructional Staff

Readiness	Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy within the Bridges program.	Getting Ready, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	$0	All Instructional Staff
Monitor	Teachers will use grade level meeting time to discuss levels of implementation.	Monitor, Communication, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/20/2019	$0	Instructional Staff
STAR Reading	Staff will use STAR Reading assessments to identify and progress monitor Title I students.	Academic Support Program, Professional Learning, Technology	Tier 2	Getting Ready	09/04/2018	06/20/2019	$0	Para-educators, Title I Program Specialists
Evaluate	Staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Evaluation	Tier 1	Evaluate	09/04/2018	06/20/2019	$0	All Instructional Staff
Evaluate	Instructional staff will use assessment data to evaluate the impact and success of the program.	Academic Support Program, Evaluation, Teacher Collaboration	Tier 2	Evaluate	09/04/2018	06/20/2019	$0	All instructional staff
Opportunity to Implement	All instructional staff will be provided a schedule for MTSS 30 minute blocks.	Implementation, Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/04/2018	06/20/2019	$0	All Instructional Staff
Evaluate	Instructional staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Evaluation, Teacher Collaboration	Tier 1	Evaluate	09/04/2018	06/20/2019	$0	All Instructional Staff

Sustaining Handwriting Without Tears Program in Upper Elementary	Teachers will continue to implement HWT.	Professional Learning	Tier 1	Implement	09/04/2018	06/20/2019	$0	Educational Services, ELA Curriculum Leaders, HWT trainers, Building Principals, Instructional Staff
Monitor	Teachers will use grade level meeting time to discuss levels of implementation.	Monitor, Academic Support Program, Teacher Collaboration	Tier 2	Monitor	09/04/2018	06/20/2019	$0	All Instructional Staff
Assessment Development and In-service on information, argument, and opinion writing.	Current assessments and rubrics will be reviewed for alignment with the state standards. Teachers will be trained to use Journeys assessments, rubrics, and writing prompts. Additional prompts will be developed for all levels that require informational, argument, or opinion writing. Teachers will be trained on incorporating this type of writing across the curriculum.	Professional Learning, Technology	Tier 1	Getting Ready	09/04/2018	06/20/2019	$0	Curriculum Director, ELA Curriculum Leaders, ELA Curriculum Council Members, and teachers
Monitor	All instructional staff will review data to ensure implementation is done with fidelity.	Monitor, Academic Support Program, Teacher Collaboration	Tier 2	Monitor	09/04/2018	06/20/2019	$0	All Instructional Staff
Readiness	Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy within the Journeys program.	Getting Ready, Teacher Collaboration	Tier 1	Getting Ready	09/04/2018	06/20/2019	$0	All Instructional Staff