



# **School Improvement Plan**

**Chestnut Hill School**

**Midland Public Schools**

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# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>2017-2018 School Improvement Plan</b>	
Overview .....	6
Goals Summary .....	7
Goal 1: All students will connect, compare, contrast, analyze, and integrate ideas and information within the science content area. ....	8
Goal 2: All students will connect, compare, contrast, and integrate ideas and information within the social studies content area. ....	9
Goal 3: All students will be proficient in all areas of mathematics.....	10
Goal 4: All students will be fluent writers and readers who will utilize decoding skills to enhance comprehension.....	12
Activity Summary by Funding Source .....	18

## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and plans were updated.	

# **2017-2018 School Improvement Plan**

## Overview

### Plan Name

2017-2018 School Improvement Plan

### Plan Description

2017-2018 School Improvement Plan



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will connect, compare, contrast, analyze, and integrate ideas and information within the science content area.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$800
2	All students will connect, compare, contrast, and integrate ideas and information within the social studies content area.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$800
3	All students will be proficient in all areas of mathematics.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$2400
4	All students will be fluent writers and readers who will utilize decoding skills to enhance comprehension.	Objectives: 1 Strategies: 5 Activities: 10	Academic	\$6500

## Goal 1: All students will connect, compare, contrast, analyze, and integrate ideas and information within the science content area.

### Measurable Objective 1:

51% of 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 on district and state assessments in Science by 06/07/2018 as measured by district and/or state assessments..

### Strategy 1:

Compare and Contrast - Compare and contrast strategies will be used within the science content area. Strategies will be shared during professional development time.

Students will use strategies to connect, compare, contrast, and integrate science ideas, leading to proficiency in this content area.

Category: Science

Research Cited: Classroom Instruction that Works, Marzano, 2004

Tier:

Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/05/2016	06/05/2017	\$300	General Fund	K-5 teachers

## School Improvement Plan

Chestnut Hill School

Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme Units.	Professional Learning			09/06/2016	06/05/2017	\$500	General Fund	K-5 teachers, PYP coordinator

## Goal 2: All students will connect, compare, contrast, and integrate ideas and information within the social studies content area.

### Measurable Objective 1:

56% of 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 on state assessments in Social Studies by 06/07/2018 as measured by state assessments..

### Strategy 1:

Analysis of Social Studies Content - Staff will use compare and contrast strategies within the social studies content area.

Students will use strategies to connect, compare, contrast, and integrate social studies ideas, leading to proficiency in this content area.

Category: Social Studies

Research Cited: Classroom Instruction that Works, Marzano 2004

Tier:

Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Chestnut Hill School

<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/06/2016	06/05/2017	\$300	General Fund	K-5 teachers
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Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected on within our Primary Years Programme Units.	Professional Learning			09/06/2016	06/05/2017	\$500	General Fund	K-5 teachers

### Goal 3: All students will be proficient in all areas of mathematics.

#### Measurable Objective 1:

67% of 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 on district and state assessments in Mathematics by 06/07/2018 as measured by district and state assessments..

#### Strategy 1:

Online Curricular Resource - During professional development, teachers will continue to be trained in the use of enVision math online resources, as needed. Teachers will consistently utilize the enVision items as part of their routine instruction. Students will enhance these skills through the enVision online resources/practice and apply their knowledge accurately and effectively to mathematical situations.

## School Improvement Plan

Chestnut Hill School

Category: Mathematics

Research Cited: Curriculum Focal Points, National Council of Teachers and Mathematics, 2006

Classroom Instruction that Works, Marzano, 2004

The Differentiated Math Classroom, Murray & Jorgensen, 2007

Tier:

Activity - Online Mathematics Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently use the appropriate enVision online lesson as part of their routine instruction in all mathematical areas.	Other			09/06/2016	06/05/2017	\$0	No Funding Required	K-5 teachers

### Strategy 2:

Vocabulary - During professional development time, teachers will assemble vocabulary cards specific to their grade level. Teachers, kindergarten through fifth grade, will use consistent definitions for mathematical terms. Teachers and students will use the displayed word cards actively as reminders of mathematical terms.

Category: Mathematics

Research Cited: Curriculum Focal Points, National Council of Teachers of Mathematics, 2006

Classroom Instruction that Works, Marzano, 2001

The Differentiated Math Classroom, Murray & Jorgensen, 2007

Tier:

Activity - Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display the vocabulary cards and/or illustrations in their classroom on a word wall. Students will actively use the word wall as a visual reminder of mathematical terms and concepts related to all mathematical concepts, with an emphasis on fractions.	Other			09/06/2016	06/05/2017	\$400	General Fund	K-5 teachers

## School Improvement Plan

Chestnut Hill School

### Strategy 3:

Weekly Concept Focus - Teachers will focus on assisting students in the construction of arguments to support reasoning and to critique the reasoning of others. Students will analyze complex, real-world scenarios and construct and use real world models.

Category: Mathematics

Research Cited: Classroom Instruction that Works, Marzano, 2004

The Differentiated Math Classroom, Murray & Jorgensen, 2007

Curriculum Focal Points, National Council of Teachers of Mathematics, 2004

Tier:

Activity - Math Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure that every concept/topic will include opportunities for students to construct arguments to support their reasoning. Due to the consistent nature of this instruction, students will gain a better understanding of this mathematical reasoning which will assist in proficiency on the district and state assessments.	Other			09/06/2016	06/05/2017	\$0	No Funding Required	K-5 teachers

Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme.	Professional Learning			09/06/2016	06/05/2017	\$2000	General Fund	K-5 teachers

**Goal 4: All students will be fluent writers and readers who will utilize decoding skills to enhance comprehension.**

## School Improvement Plan

Chestnut Hill School

### Measurable Objective 1:

73% of 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 reading on district and state assessments and 73% of our students will demonstrate proficiency in writing on district and state assessments in English Language Arts by 06/07/2018 as measured by district and state assessments.

### Strategy 1:

Decoding - During individual and small group instruction, teachers will use grade level appropriate strategies to introduce, review, and assess decoding skills.

Category:

Research Cited: Florida Center for Reading Research 2000; Implementing Response to Intervention: A Principal's Guide, S.L. Hall, 2008; Classroom Instruction that Works, Marzano 2001

Tier:

Activity - Grades 2-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use sequential needs-based activities with targeted students in small group instruction. Second to fourth grade teachers will use "Phonics for Reading," and fourth and fifth grade teachers will use REWARDS and Quick Reads. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.	Academic Support Program			09/06/2016	06/05/2017	\$500	General Fund	Teachers grades 2-5

Activity - Grades K-1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use sequential needs-based activities with targeted students in small group instruction. Kindergarten teachers will use "Road to the Code," and first grade teachers will use "PALS, (Paths to Achieving Literacy Success)" to reinforce and increase decoding skills. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.	Academic Support Program			09/06/2016	06/05/2017	\$300	General Fund	K-1 teachers

## School Improvement Plan

Chestnut Hill School

### Strategy 2:

Reading Fluency - Teachers will use data collected from DIBELS assessments to determine students in need of additional fluency instruction/practice. Students will receive individual, small group, and whole group instruction and practice in oral reading fluency.

Category:

Research Cited: Greenwood, Delquadri, and Hall, 1989; Rosenshine and Meister, 1994; Stevens, Madden, Slavin, and Famish, 1987; Florida Center for Reading Research, 2000

Tier:

Activity - 6 Minute Solution	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use 6 Minute Solution with individual students and/or whole class three-four times per week to increase students' oral reading fluency. Students will practice, assess, and document with a leveled-appropriate peer.	Academic Support Program			09/06/2016	06/05/2017	\$600	General Fund	Teachers in grades 2-5

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor targeted students every 1-2 weeks using DIBELS materials. Students will increase their oral reading fluency through weekly practice.	Academic Support Program			09/06/2016	06/05/2017	\$800	General Fund	Teachers in grades K-5

### Strategy 3:

PYP Coordinator - PYP Coordinator will be used to assist teachers in reflecting on unit planners which will, in turn, help students be successful. PYP Coordinator will provide teachers with compare/contrast strategies.

Staff will access the PYP Coordinator for reflection of transdisciplinary units of inquiry. This will be done during professional development time and/or grade level collaborative time.

Category: English/Language Arts

Research Cited: Classroom Instruction that Works, Marzano 2004; Florida Center for Reading Research, 2000

Tier:



## School Improvement Plan

Chestnut Hill School

Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/06/2016	06/05/2017	\$300	General Fund	Teachers in grades K-5

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The teachers will meet to review data and student skills. The principal will provide instruction, as needed, in the areas of data review and classroom interventions/programs. Targeted students will utilize the interventions for increased progress across all content areas.</p>	Professional Learning			09/06/2016	06/06/2017	\$1200	General Fund	Teachers grades K-5 Principal

Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Days will be provided for teachers to collaborate and receive professional development in order to engage students in research/inquiry to investigate topics, analyze, and integrate information.</p>	Professional Learning			09/06/2016	06/05/2017	\$2000	General Fund	K-5 teachers, PYP Coordinator

## School Improvement Plan

Chestnut Hill School

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### Strategy 4:

Problem Solving Model - Teachers will provide interventions and differentiated instruction for students at risk of not achieving in English Language Arts. Students will receive targeted interventions based on sequential needs to improve their reading and writing skills.

Category: English/Language Arts

Research Cited: The RTI Guide: Developing and Implementing a Model in Your Schools. J.E. McCook, Horsham, P.A., 2006; Instructional Consultation Teams, S.T. Geravois and S. Rosenfield, New York: Guilford MiBLSi, 1996; Implementing Response to Intervention: A Principal's Guide, S.L. Hall, 2008

Tier:

Activity - Student Intervention Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Student Intervention Team will work collaboratively with teachers to identify, develop, and provide interventions and differentiated instruction to be used for students at risk of not achieving the core reading and writing content. Students will increase their reading and writing skills following needs-based interventions.	Teacher Collaboration, Academic Support Program			09/06/2016	06/05/2017	\$500	Title II Part A	All certified staff and Learning Coach

### Strategy 5:

Writing Fluency - Teachers will use 6+1 Trait Writing instruction to develop common vocabulary and assessment, across grade levels, within the writing process. Students will experience greater writing fluency through the use of consistent writing instruction.

Category: English/Language Arts

Research Cited: George Hillocks, 1987; Arter, Spandel, Culham, and Pollard, 1994; Northwest Regional Educational Laboratory; Coe, 1999

Tier:

Activity - 6+1 Traits Writing Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Chestnut Hill School

<p>During professional development time, teachers will review the 6+1 Model and provide support based on teacher need. Teachers will provide instruction to all students using the 6+1 Traits of Writing model with Writer's Workshop. Students will improve their writing fluency through consistent instruction.</p>	Other			09/06/2016	06/05/2017	\$0	No Funding Required	Teachers grades K-5
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Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/06/2016	06/05/2017	\$300	General Fund	Teachers grades K-5

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/06/2016	06/05/2017	\$300	Teachers in grades K-5
Grades 2-5	<p>Teachers will use sequential needs-based activities with targeted students in small group instruction. Second to fourth grade teachers will use "Phonics for Reading," and fourth and fifth grade teachers will use REWARDS and Quick Reads. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.</p>	Academic Support Program			09/06/2016	06/05/2017	\$500	Teachers grades 2-5
Progress Monitoring	<p>Teachers will progress monitor targeted students every 1-2 weeks using DIBELS materials. Students will increase their oral reading fluency through weekly practice.</p>	Academic Support Program			09/06/2016	06/05/2017	\$800	Teachers in grades K-5
Word Walls	<p>Teachers will display the vocabulary cards and/or illustrations in their classroom on a word wall. Students will actively use the word wall as a visual reminder of mathematical terms and concepts related to all mathematical concepts, with an emphasis on fractions.</p>	Other			09/06/2016	06/05/2017	\$400	K-5 teachers

## School Improvement Plan

Chestnut Hill School

Grades K-1	Teachers will use sequential needs-based activities with targeted students in small group instruction. Kindergarten teachers will use "Road to the Code," and first grade teachers will use "PALS, (Paths to Achieving Literacy Success)" to reinforce and increase decoding skills. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.	Academic Support Program			09/06/2016	06/05/2017	\$300	K-1 teachers
6 Minute Solution	Teachers will use 6 Minute Solution with individual students and/or whole class three-four times per week to increase students' oral reading fluency. Students will practice, assess, and document with a leveled-appropriate peer.	Academic Support Program			09/06/2016	06/05/2017	\$600	Teachers in grades 2-5
PYP	Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme Units.	Professional Learning			09/06/2016	06/05/2017	\$500	K-5 teachers, PYP coordinator
PYP	Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected on within our Primary Years Programme Units.	Professional Learning			09/06/2016	06/05/2017	\$500	K-5 teachers
Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/05/2016	06/05/2017	\$300	K-5 teachers

## School Improvement Plan

Chestnut Hill School

Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/06/2016	06/05/2017	\$300	K-5 teachers
PYP	Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme.	Professional Learning			09/06/2016	06/05/2017	\$2000	K-5 teachers
Data Review	The teachers will meet to review data and student skills. The principal will provide instruction, as needed, in the areas of data review and classroom interventions/programs. Targeted students will utilize the interventions for increased progress across all content areas.	Professional Learning			09/06/2016	06/06/2017	\$1200	Teachers grades K-5 Principal
Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/06/2016	06/05/2017	\$300	Teachers grades K-5
PYP	Days will be provided for teachers to collaborate and receive professional development in order to engage students in research/inquiry to investigate topics, analyze, and integrate information.	Professional Learning			09/06/2016	06/05/2017	\$2000	K-5 teachers, PYP Coordinator

**School Improvement Plan**

Chestnut Hill School

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6+1 Traits Writing Model	During professional development time, teachers will review the 6+1 Model and provide support based on teacher need. Teachers will provide instruction to all students using the 6+1 Traits of Writing model with Writer's Workshop. Students will improve their writing fluency through consistent instruction.	Other			09/06/2016	06/05/2017	\$0	Teachers grades K-5
Online Mathematics Resources	Teachers will consistently use the appropriate enVision online lesson as part of their routine instruction in all mathematical areas.	Other			09/06/2016	06/05/2017	\$0	K-5 teachers
Math Reasoning	Teachers will ensure that every concept/topic will include opportunities for students to construct arguments to support their reasoning. Due to the consistent nature of this instruction, students will gain a better understanding of this mathematical reasoning which will assist in proficiency on the district and state assessments.	Other			09/06/2016	06/05/2017	\$0	K-5 teachers

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Intervention Team	The Building Student Intervention Team will work collaboratively with teachers to identify, develop, and provide interventions and differentiated instruction to be used for students at risk of not achieving the core reading and writing content. Students will increase their reading and writing skills following needs-based interventions.	Teacher Collaboration, Academic Support Program			09/06/2016	06/05/2017	\$500	All certified staff and Learning Coach