School Improvement Plan

Cherokee Elementary School

Chippewa Valley Schools

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2018-2019 Cherokee School Improvement Plan

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

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Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	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?

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?

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.

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?

Component 2: Schoolwide Reform Strategies

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

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).

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

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.

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

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.			

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.			

Component 4: Strategies to Attract Highly Qualified Teachers

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

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

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

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

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?

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.

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

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.			

Component 6: Strategies to Increase Parental Involvement

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

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

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

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)?			

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.			

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

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?

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?

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?

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

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.

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?

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

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

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

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.

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.

Evaluation:

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

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

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.

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?

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools.   As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment follows the following process:

Gather Study Plan Do

Throughout the school year, data is collected regularly with various resources and assessment tools beings used to gauge student achievement, program effectiveness, stakeholder perception and our community's demographics.

This information is used to create our year-long Professional Development Plan, update our School Improvement Plan and create our Title I Budget:

- K-5: NWEA was utilized 3 times a year (Fall, Winter, Spring) for Math, Reading and Language (3-5)
- K-2 DRA, MLPP, along with various individual classroom assessments and teacher validation
- 3-5 M-STEP, DRA, along with various individual classroom assessments and teacher validation
- Formal and informal stakeholder surveys are utilized as necessary to gather feedback from staff, students and families

The data is studied and goals are determined. A specific plan is developed utilizing support staff and various resources. The plan is then implemented, monitored and reevaluated on a consistent basis.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The assessments reviewed throughout the school year and provide information on student achievement. Student Achievement is one criteria used to determine if a child is at-risk.
- All Content Areas: Formal Data Review meetings are held 3 times during the school year in order to analyze student achievement and growth. Student Study Team meetings are held during the month. Also, teachers meet informally throughout the week during their common planning time. While meeting, teachers, parents, administrators and support staff (including special education teachers, social worker, paraeducators, etc.) meet to discuss and analyze data and plan instructional programming and support.
o Math and ELA: Based on the NWEA Benchmark Assessments, students fall into 3 tier groups based on the following guidelines:
 Tier 1 > 50 percentile; Tier 2 25-49 percentile; Tier 3 < 25 percentile
o Along with the NWEA database, district data is stored in an online warehouse (Office 365)
o Science and Social Studies: various individual classroom assessments focusing on understanding of concepts as well as comprehension are used to determine appropriate growth
- Other Factors:
o Legislative Requirements: Children who are academically disadvantaged, children with disabilities, migrant children or limited English-proficient children are eligible for services
- Students move fluently in-and-out of the process as information on student achievement and other factors change.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

- Math and ELA: Based on the NWEA Benchmark Assessments, students fall into 3 tier groups based on the following guidelines: Tier 1 > 50 percentile; Tier 2 25-49 percentile; Tier 3 < 25 percentile
- ELA: Journeys Assessments in grades K-5.
- ELA: Lexile levels for students in grades 3-5 are determined based on NWEA testing
- ELA: Common Writing Rubrics are utilized K-5. Students are assessed 5 times throughout the school year
- Science/Social Studies: Reading and writing across the curriculum are the basis for Science and Social Studies success and student reading/writing achievement data is used to indicate content-area success
- M- Step data is referenced for students in grades 3-5

4. For schools with preschool through grade 2:   Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

- K-2 student eligibility:
o Parent input/surveys
o MLPP assessment/observations
o Incoming kindergarten one-on-one assessments
o K-2 district/school-wide assessments
- Legislative requirements: Children who are academically disadvantaged, children with disabilities, migrant children or limited English-proficient children are eligible for services.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

-- All students in grades K-5 receive Core Instruction with differentiation within the classroom based on the challenging Common Core Curriculum Standards are provided consistently by the classroom teacher.

- Title I Parapros are trained in and employ a variety of research-based instructional support strategies which include, but are not limited to: I-Read, K-PALS, 1st Grade PALS, DRA, Corrective Reading, STAR, Road to Reading, Road to the Code K-5, SuccessMaker, and Phonics for Reading, etc.

- Title I Paraprofessionals are involved in professional learning opportunities throughout the school year:

o Paraprofessional meetings are held 6 times each year for program updating and training purposes

o Annual Professional Development is required for all Title I funded paraprofessionals, and additional learning opportunities are strongly encouraged. All professional development meetings and training are funded by the Title I grant

o Paraprofessional support services reflect thoughtful lesson planning based in effective and research-based instruction, theory and practices

- Eligible Title I students receive the following additional support:

o K-2 Supplemental/Support Staff: Three full-time paraprofessionals paid through Title I funding provide instructional support to identified Title I students during the regular school day to increase student achievement in the content areas.

 Specific reading support materials (such as: I-Read, Road to the Code, Explode the Code, Language!, Phonics for Reading, independent reading books, leveled library resources, or instructional materials) are purchased to facilitate student reading fluency and comprehension for identified Title I students

o 3-5 Supplemental/Support Staff: Certified teachers provide instructional support to identified Title I students during the school day to increase student achievement in the content areas.

o Eligible students K-5 are offered the opportunity to attend our district's Summer Success program with transportation provided. Taught by certified classroom instructors, this 20-day/60 hour summer program reinforces skills and helps to prepare students for the next school year.

o A school-wide Curriculum Night as well as other informational nights are offered throughout the school year. Parents of identified Title I students are invited to attend these content-specific educational nights.

 Teachers and curriculum specialists introduce parents to the requirements of the Common Core. Families learn strategies via learning games and activities designed to support student learning.

 Student at home learning resources and food expenses for Parent Education/Parent Involvement meetings are provided to encourage parents to participate

o The purchase of computer programs, licenses, and software programs are used to help increase student achievement through individualized and small group support

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

In order to help our Title I population achieve success:

- Our School Improvement Plan includes Title I Support Services found in our Multi-tiered Support System (MTSS) and referenced in the plan (Tier II and Tier III).

- All stakeholders have a role in the process including dialogue between members, Student Study Team Meetings, grade-level discussions, Data Review days, etc. in order to discuss instructional and learning trends, as evidenced by student performance and achievement

o Individual and group instructional goals are presented and discussed at building level meetings

- Title I staff are involved in the development of our School Improvement goals and implementation of practices

o SI Plans are studied and evaluated for effectiveness in identifying and supporting the program plan needs for Title I students

- All staff members and also representative members of our community attend professional learning opportunities

- Parent input is obtained, presented, and discussed via the Parental Involvement Plan in place

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

- Our School Improvement Plan is written to meet the needs of all students in Math, Language Arts, Science and Social Studies. Strategies listed in Classroom Instruction that Works (i.e. Cooperative Learning, Summarizing and NoteTaking, Using Non-linguistic Representations) span all content areas.
- Additional levels of support are provided to students in need:
o Math: Tier 2 (Supplemental):
 MobyMax
 Prodigy
 Math & Science Connection: rfeonline.com
 Recipes for Success: rfeonline.com
 Family Math Game Night
 PEN Night
o Math: Tier 3 (Supplemental):
 MTSS - Small group Instruction (Title I /TOPS/ Bilingual Support)
 Summer Success Program
 Data Review and Training Days
o Language Arts/Science/Social Studies: Tier 2 (Supplemental):
 At-home Fluency Practice
 Leveled Reading Book Bags
 Flexible reading groups
 Guided Reading
 Learning A-Z/RAZ-Kids
 Readworks.org
 Interactive White Board Resources
 PEN Night materials and food for families
o Language Arts/Science/Social Studies Tier 3 (Supplemental):
 MTSS - Small group Instruction (Title I /TOPS/ Bilingual Support)
 Summer Success Program
 I-Read
 K-PALS
 1st Grade PALS
 Rode to the Code
 Explode the Code
 Phonics for Reading
 Corrective Reading
 SuccessMaker
 Data Review and Training Days

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

- All Students: Cooperative Learning, Summarizing and Note Taking, Non-linguistic Representations (Thinking Maps)

o Kagan's Cooperative Learning structures are based on research reviews and articles as found on the following links:

http://www.kaganonline.com/free_articles/research_and_rationale

o Citation: Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

o Citation: Hyerle, David N. and Larry Lawrence. Student Successes with Thinking Maps: School-Based Results and Models for Using Visual Tools, 2011.

o Citation: Covey, Stephen. 7 Habits of Highly Effective People

- Tiered Support and Interventions:

o The Institute of Education Sciences Clearing House reports SuccessMaker to be an effective intervention with a medium to large effect for comprehension http://ies.ed.gov/ncee/wWc/interventionreport.aspx?sid=502

o The Florida Center for Reading conducted various studies on the Rode to the Code intervention and indicates

http://lizditz.typepad.com/files/road_code.pdf

o Richard Allinton, "What Really Matters in Response to Intervention", advocates for strong Tier I instruction along with supplemental learning time with struggling students.

o Joanne Allain in her work found in "RTI: The Forgotten Tier" advocates for strong Tier I instruction with supplemental learning time developed within the classroom or among classrooms.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

- Data from building assessment results, NWEA MAP assessments and other formative and summative classroom assessments indicate the success of the model.

i. Tier I: Core Instruction occurs in ELA and Math for 60-90 min each day

1. Tier 1 students account for approximately 80% of the student population. Core curriculum and instruction are intentionally planned to meet student needs and keep them at or above benchmark. Universal screenings such as NWEA provide benchmark data.

ii. Tier II: An additional 20-30 minutes of additional support is provided 3-4 times per week in reading and math based on individual student needs

1. Tier II students account for approximately 15% of the student population. Based on assessment data, these students receive targeted, supplemental instruction in a small group setting (usually 3-6 students) for a duration of at least 8-12 weeks.

iii. Tier III: An additional 20 minutes of intervention is provided 2-3 times per week for students scoring in the bottom 20 percentile

1. Tier III students account for approximately 5% of the student population. Based on assessment data, these students receive intensive, individualized interventions in a small group setting (usually 1-5 students) for a duration of at least 15-20 weeks.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

- Tier I: Core Instruction is provided each day for all students by the classroom teacher in ELA and Math. Content-specific subjects such as Science and Social Studies occur throughout the course of the day as well.
- RTI/MTSS blocks of time are scheduled to meet students' need. Additional staff either pushes into the classroom environment to support learning and provide additional support or small-group/individualized instruction takes place during the school day
- Every effort is made to ensure that Core Instruction is uninterrupted through established support schedules, supplemental staff visits and a daily classroom routine which allows for additional support

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

- The Common Core State Standards (CCSS), Grade Level Content Expectations (GLCEs) and grade-level and/or content area curriculum maps are the basis of all instruction for all students. This same basis is used for all instructional support provisions of the Title I services to students.
o Supplemental materials and texts are selected and used to connect support services to the grade-level curriculum.
- Ongoing communication between all staff involved in student's learning occurs on a consistent/regular basis. Title I paraeducators are in integral and valued
o Title I para-educators are "housed" in the same area as the students they service to encourage open communication
o The Title I para-educator's schedule is created to provide 1 day each week for common planning time with the classroom teachers he/she works alongside.
o Data Review meetings include regular education and support staff representation (including BiLingual support and Title I support staff).
o Student Study Team meetings include representation from support staff when evaluating, discussing and sharing a child's progress with his/her parents
o Students are reevaluated on a consistent basis to determine the appropriate next steps and effectiveness of the intervention
o All Title I educators attend the same professional development opportunities in order to provide insight and feedback on student growth.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

o A "Bridge to Kindergarten" Summer School program is targeted toward students considered at-risk. All tuition and transportation costs are provided to scholarship participants and is funded by the Michigan "Great Start Readiness Program" (GSRP) grant.
o Along with Kindergarten Round-up, families are also invited to a Kindergarten Orientation and additional Curriculum Night
o Kindergarten Readiness Kits are provided to students to help provide families with resource materials
o PEN Night (Parent Education) is offered after school for families to attend. Title I paraeducators as well as certified and support staff train parents and students on fun at-home games and activities that can be utilized to support their children's education
o The online resource ProdigyMath is made available to students in order to continue practicing reading, writing and mathematical skills at home after the school day

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	- Cherokee Elementary, as part of the Chippewa Valley School District, has mandated policies for hiring. According to law, all Title I Part A instructional paraprofessionals meet the requirements for "Highly Qualified" as outlined in Section 1119 of the No Child Left Behind Act. The Chippewa Valley Human Resource Department bases teacher placement on this status.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	- Cherokee Elementary, as part of the Chippewa Valley School District, has mandated policies for hiring. According to law, all Elementary (K-5) classroom teachers meet the requirements for "Highly Qualified" as outlined in Section 1119 of the No Child Left Behind Act. The Chippewa Valley Human Resource Department bases teacher placement on this status.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

o All staff will continue to receive professional learning to support our School Improvement Goals and School-wide initiatives:
 Leader in Me Training occurred during the summer 2014 and will continue over the next 2 years to train staff in utilizing the 7 Habits of Highly Effective people. Support coaching will be provided through the Franklin Covey Learning Institute.
 Classroom Instruction that Works will continue again this year with staff receiving training on the research-based instructional strategies that are the basis of our School Improvement Plan and provided by the Macomb Intermediate School District
 Bridges math training will occur to help staff integrate the Common Core best instructional practices and our new district-adopted math program
 Growing Readers for K-2 staff will focus on continuing the implementation of research-based instructional practices
 FSI: Facilitators of School Improvement Training will occur
throughout the school year for our School Improvement team
 NWEA, Northwest Evaluation Association training will continue to be provided in order to train staff on how to utilize the results from our district-wide assessments for data review
 Other training will be offered including: Curriculum Mapping, Handwriting without Tears, and Social Studies TCI training

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

o All professional learning opportunities listed are made available to Title I para-educators, regular and special education teachers and other support staff.
o Leader in Me parent nights are held during the school year to reinforce what is being taught within the classroom
o Curriculum Nights, PEN Nights and game nights focus on increasing parent knowledge, providing resources and support

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	o Our school's professional learning is in progress. Various trainings supporting our school and district's improvement plan are planned throughout the next school year in order to ensure our staff and stakeholders receive the training necessary to support our goals. Scheduled Training this year includes: NWEA and data review, BRIDGES Math, Journeys ELA, Leader in Me, CITW (Classroom Instruction that Works), Unified Classroom (gradebook), TCI Social Studies, and Curriculum Mapping/Rubicon Atlas Training for Guided Highlighted Reading, Close and Critical Reading Strategies and Thinking Ma	Staff Development

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

o Chippewa Valley Schools has developed a consistent Parent Compact and Parent Involvement Policy that is utilized throughout the district.

 During the 2009/10 school year, all parents at Title I schools were invited to attend a District Planning Meeting. Volunteer parents were involved in the planning, program design, and implementation of the process. Parents continue to be involved through opportunities for evaluation, district meetings that occur at least annually and involvement in School Improvement committees at the individual buildings
o Parent participation and input is facilitated in various ways including monthly PTO meetings, parent formal and informal surveys
o Families of children receiving Targeted Assistance also provide feedback regarding their satisfaction of the program during parent conferences, TAG Team Meetings, and through other forms of communication including emails and one-on-one discussion
o Parents are also provided the opportunity to give feedback and input at Title I, Part A meetings at the district level

2. How are parents involved in the implementation of the Targeted Assistance program plan?

o Parents play an integral role in the implementation of our plan.
 Families and staff meet during TAG Team Meetings, parent conferences and, when necessary, Special Education Meetings to discuss the needs and services offered to their child.
 Parents are invited and involved in the School Improvement evaluation process and writing of the school improvement plan.
 Many school activities are offered to build the relationship between school and home, train families on instructional strategies and provide supplemental resources to support these goals including Family Game Night, PEN Night, Leader in Me Training/Parent Info Night, Literacy and Math kits etc.
 Families are encouraged to attend beginning of the year informational meetings and other meetings (e.g. Principal Nights, PTO Meetings, etc.) to gather information
 Bilingual support is provided on a consistent basis to help families that may need translation and additional support to improve communication

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	o Both formal and informal surveys are utilized to gather information on the current needs and understanding of our families o PTO meetings provide an opportunity for families to provide feedback o Formal and informal meetings, such as Student Study Team meetings and parent conferences provide additional opportunities for feedback	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

o In order to assist parents in understanding curriculum and assessments so they can help support their child's growth:
 Curriculum and informational meetings are held throughout the school year in order to help families better understand the expectations of the Common Core. All parents are invited to attend a school-wide information meeting prior to Curriculum Night.
 Informational newsletters and parent activity pages are distributed electronically throughout the school year.
 Brochures and online links are provided to families to further their understanding.
 NWEA student data reports, progress reports and report cards along with other teacher-directed initiatives help families monitor their children's growth
o Materials and training are provided to parents to help families work with their students:
 PEN Night, Family Game Night, monthly activity-based newsletters, At-home Literacy and Math kits, grade-level at-home reading activities, Prodigy, and Moby Max
 Leader in Me parent informational nights are scheduled to help support our leadership initiative
o Staff are trained in the Leader in Me initiative which focuses on developing a strong, productive relationship between our families and school. Our behavior protocol also encourages and facilitates and open communication between staff and families.
o Coordination between our school and other programs occurs consistently throughout the school year. The intent of these programs/initiatives is to support and encourage parent involvement: Leader in Me, Bridge to Kindergarten (for incoming Kindergarteners), PEN Night (Great Schools), Summer Success, etc.
o District-wide Parent Involvement Meetings are held in Fall and Spring of each year.
o In Chippewa Valley, dates for meetings are posted and written notices of dates are also made available.
- All students/parents receive copies of Title 1 Parent Involvement Policy and Parent Compact
o Copies of T-1 Parent Compact and Title I Parent Involvement Policy available to all parents during Parent Teacher conferences
o Copies of Title 1 Parent Involvement Policy and Title 1 Compacts are included in 100% of Parent Education Kits and "Kindergarten Round-Up" kits/materials distributed to families

5. Describe how the parent involvement activities are evaluated.

o Activities are evaluated through formal and informal parent and staff surveys, percentage of population represented/event attendance and opportunities provided for dialogue sessions such as PTO meeting.

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

- All Chippewa Valley School utilize a consistent School-Parent Compact that was developed by various stake-holders involved in the Title I Program. Representatives included administration and the district's Director of Grants, teaching staff, Title I support staff and parent representatives.
- The School-Parent Compact was distributed to each elementary building in order to make adjustments, if necessary, to better reflect the needs and culture of each unique community.
- The School-Parent Compact can be reviewed and adjusted as necessary.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	- Each building in Chippewa Valley Schools has a Title I School-Parent Compact. - At the elementary school level, the Title I School-Parent Compact is widely distributed to families in the learning kits distributed to all Title I eligible students.	Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

- Bilingual support and assistance is provided to families as needed. Support staff is on hand to translate, answer questions and help aid in the comprehension of policy and procedures.

- When necessary, printed items such as newsletters, surveys, reports, etc. can be translated into the parent's native language.

- Bilingual Support Staff is made available at many parent information nights, such as Curriculum Night and Parent Conferences.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	- All Chippewa Valley School utilize a consistent Title I Parent Involvement Policy/Plan that was developed by various stake-holders involved in the Title I Program. - At the elementary school level, the Title I Parent Involvement Policy/Plan is widely distributed to families in the learning kits distributed to all Title I eligible students.	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

- The School-Parent Compact is used to ensure parents play an active role in their student's education, growth and academic development. All Title I families receive a copy of the compact in their child's learning kit. The compact is explained and discussed if necessary. Parents sign the compact to indicate they understand and accept their role in the process.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

- Federal Funds:

o Title 1 "set aside" funds are used to support needs of identified "homeless" students (books, materials, services, clothing, assessment fees, etc.)

o Title 2, D (Technology) funds are used to provide PD relating to technology and its applications to the learning environment

o Title 3 funds are used to support bilingual student tutoring support in English acquisition (not core content area instruction in native language)

o Drug Free Communities (e.g. SMART Moves) funds are used to increase parental awareness for prevention of substance abuse

- State Funds:

o 31-A/"At Risk" funds are used to provide bilingual student tutoring support at Title 1 buildings as a supplement to classroom instruction and other support services

- Local Funds:

o Across the district, local funds provide support for at-risk students such as:

 CVS Foundation Grant

 MSGCU mini-grant

 Edison mini-grant

 Dollar General mini-grant

 Target Stores mini-grant

o Community Support (such as the Kiwanis Club, Clinton Township Police Department, Community CARES, Boys and Girls Club, Volunteens)

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

a. All Federal, State and Local funds available provide support for our Title I students.

i. Eligible students receive Free or Reduced Lunch and breakfast.

ii. Drug prevention programs such as SMART Moves and the Chippewa Valley Coalition for Youth and Families provides information to families

iii. Building Social Workers collaborate with families to find support and resources when necessary.

iv. Building Crisis teams are put in place and are trained in non-violent crisis intervention, such as CPI training.

v. A Positive Behavior Intervention and Support (PBiS) system is in place for violence prevention/anti-bullying

vi. The Macomb Intermediate School District provides a tremendous amount of information and support to families in need as well as students with disabilities, and ESL students

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

a. Chippewa Valley School District utilizes NWEA computerized assessments, called Measures of Academic Progress® (MAP®). Assessments are administered three times throughout the school year. The purpose of these assessments is to provide data on individual student's growth in the areas of mathematics and English Language Arts. The resulting data allows teachers to see the instructional ranges within their classroom and begin to target their instruction to meet specific skills their students need.

b. Teachers utilize this data to make instructional decisions. Students fluidly move in-and-out of intervention groups and services based on this data.

c. Traditionally, students remain in intervention groups for at least 7-8 weeks.

a. During the 2013-2014 school year, the Chippewa Valley School District implemented common benchmark assessments in Mathematics and English Language Arts for students in grade K-11. NWEA computerized assessments, called Measures of Academic Progress® (MAP®), are administered three times throughout the school year. The purpose of these assessments is to provide data on individual student's growth in the areas of mathematics and English Language Arts. The resulting data allows teachers to see the instructional ranges within their classroom and begin to target their instruction to meet specific skills their students need.

b. Teachers utilize this data to make instructional decisions. Students fluidly move in-and-out of intervention groups and services based on this data.

c. Traditionally, students remain in intervention groups for at least 7-8 weeks.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

a. The Common Core Sate Standards provide the basis for a challenging instructional program.

b. As a district, program and services are aligned and coordinated with support services.

c. These services and programs are revised based on data review and staff/parental input to meet the needs of all our learners.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

a. Data analysis drives instruction and teachers have been trained in Data Review training meeting to better understand and utilize data.

b. Teachers have also received training on NWEA Assessment and Reports in order to drive instruction as well as share this information with families.

c. Elementary classroom teachers have been trained in DRA as well as other district-wide initiatives such as Bridges Math, Journeys, Daily 5, Café, Thinking Maps, etc.

d. Support Staff/Title I also receives training on district initiatives

e. Training for staff on Classroom Instruction that Works is a district-wide initiative for teachers on how to implement and reflect upon the best

instructional practices to meet the needs of all learners.

f. Staff meetings, Early Release Days and Professional Development/Learning Days provide additional opportunities for professional development.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

a. The implementation of the targeted-assistance program is evaluated throughout the course of the school year through the School Improvement process as well as during data review meeting and student support meetings.
b. The staff evaluates student growth data (such as NWEA/MAP, DRA results) to determine what is and is not working and make necessary adjustments to programs and services.

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

a. Annual Assessment results such as MEAP data as well as district-wide trimester assessment (NWEA/MAP) data is evaluated during staff and school improvement meetings as well as during data review meetings. Information is used to adjust classroom instructional practices. School Improvement Goals are determined by this data.

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

a. A Multi-Tier System of Support (MTSS) identifies students who are struggling in general education curriculum and provides three tiers of intervention. At each of the three tier levels, structured support systems are put into place with research-based activities to help the teacher implement grade level curriculum. Students move fluidly throughout the process in order to best meet individual needs. Progress Monitoring occurs throughout the process in order to gauge the effectiveness of the program.
b. Staff meetings, grade-level meetings, and data review meeting provide the opportunity to study Title I students' growth, subgroup data and achievement gaps between the highest and lowest performing students.
c. Adjustments are made to the TA program based on analysis of data.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The Targeted Assistance program follows the following process to ensure the continuous improvement of all students:
Gather Study Plan Do Evaluate

a. Gather: Information is gathered on student growth through both formative and summative assessments at the building, district and state levels.

b. Study: The data gathered is studied for trends and instructional implications.

i. Chippewa Valley utilizes various "housing" sites in order to ensure the data is easily accessible and widely utilized. These sited include: NWEA, Data Director and MiSchoolData.

ii. Information is shared with parents throughout the process

c. Plan: Data drives instruction and assessment data is the basis for planning instruction and interventions.

i. Training and professional learning opportunities are provided based on need and the best, research-based instructional practices.

ii. All stakeholders (teachers, support staff, parents, etc.) provide insight and support for the plan development, implementation and evaluation.

d. Do: The plan is implemented

e. Evaluate: Review of subgroup and individual student growth data occurs in order to determine the plan's effectiveness and make modifications as needed.

f. School and district improvement plans are built upon this continuous improvement process

2018-2019 Cherokee School Improvement Plan

Overview

Plan Name

2018-2019 Cherokee School Improvement Plan

Plan Description

Cherokee's 18-19 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 at Cherokee Elementary School will improve in applying mathematical practices across the curriculum.	Objectives: 1 Strategies: 2 Activities: 14	Academic	$152300
2	All students at Cherokee will improve in reading across the curriculum.	Objectives: 1 Strategies: 2 Activities: 19	Academic	$14400
3	Students will utilize Leader In Me habits to achieve school-wide, classroom, and personal goals.	Objectives: 1 Strategies: 1 Activities: 9	Organizational	$23250

Goal 1: All students at Cherokee Elementary School will improve in applying mathematical practices across the curriculum.

Measurable Objective 1:

55% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in all focal points in Mathematics by 06/07/2019 as measured by Spring 2019 District NWEA Results.

Strategy 1:

Teachers will utilize research based instructional strategies found in Classroom Instruction that Works. - Staff will incorporate the following research-based strategies across the curriculum:

• Cooperative Learning Skills

• Non-linguistic Representation (Thinking Maps)

• Summarizing and Note Taking (Close and Critical Reading Strategies)

• 7 Habits of Highly Effective People/The Leader in Me

Category: Mathematics

Research Cited: o Kagan's Cooperative Learning structures are based on research reviews and articles as found on the following links:

http://www.kaganonline.com/free_articles/research_and_rationale

o Citation: Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

o Citation: Hyerle, David N. and Larry Lawrence. Student Successes with Thinking Maps: School-Based Results and Models for Using Visual Tools, 2011.

o Citation: Covey, Stephen. 7 Habits of Highly Effective People

Tier: Tier 1

Activity - Number Talks/Discussion Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
While utilizing Bridges, the new, comprehensive math program, all students will participate daily in Number Talks, Number Corner and discussion groups.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/07/2019	$2800	General Fund	Academic Team

Activity - Hands-on/Manipulatives and other Cooperative Learning Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to utilize mathematical manipulatives in their everyday mathematical instruction.	Direct Instruction	Tier 1	Implement	09/08/2015	06/07/2019	$1000	General Fund	Academic Team

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small groups of teachers will be trained in the implementation of Thinking Maps. Thinking Maps, such as the Flow Map, help students with problem solving and multistep mathematical challenges.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/07/2019	$2000	General Fund	Academic Team

Activity - Close and Critical Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on Close and Critical Reading Strategies such as Guided Highlighted Reading. With the greater emphasis on developing a deep understanding of mathematical concepts, reading strategies will encourage students to better understand the information and data presented.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/07/2019	$500	General Fund	Academic Team

Activity - Purchase of Software Programs to be used in support instruction formats with Title I Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purchase of supporting instructional software programs (i.e.Prodigy) and hardware (i.e. iPads) will support learning for at-risk students.	Academic Support Program	Tier 2	Implement	09/08/2015	06/07/2019	$12000	Title I Part A	Academic Team

Activity - Summer Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling in the bottom 25 percentile are provided the opportunity to attend Summer Success with all materials and transportation provided through a district-wide grant. The month-long program focuses on reinforcing skills and practices.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/07/2019	$0	No Funding Required	All Staff

Activity - Paraeducators/Additional Staff Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraeducators will provide additional support during and/or after school to eligible Title 1 students/at-risk/Tier III students. Materials and supplies will be provided to aid in instruction and learning such as manipulatives and supporting software, etc.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/07/2019	$95000	Title I Part A	Paraeducators Building and District Administration

Activity - Professional Learning/Development Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Classroom teachers and support staff will attend various professional development activities to support the implementation of Thinking Maps, Kagan Training for Cooperative Learning, Close and Critical Literacy, CITW and other district initiatives. | Professional Learning | Tier 2 | Implement | 09/08/2015 | 06/07/2019 | $10000 | Title I Part A | Lynn Mair Carrie Semlow Rebecca Muszynski District Administration |

Activity - Home to School Connection/Activities/Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent involvement activities, meetings and resources will be provided to support home-to-school connection for Title I students. These funds may include items such as books, pamphlets, learning kits, refreshments, presenter fees, other resources, etc.	Parent Involvement	Tier 2	Monitor	09/08/2015	06/07/2019	$2000	Title I Part A	Paraeducators Lynn Mair District Administration

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A master instructional schedule for grades K-5 will be utilized to provide a multi-tiered system of support for all students. All staff are involved in implementing a MTSS intervention system for students.	Implementation, Academic Support Program	Tier 1	Monitor	09/06/2016	06/01/2018	$5000	General Fund	Lynn Mair

Activity - 5D+ For Instructional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching Learning instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	$0	General Fund	Lynn Mair

Strategy 2:

Leader in Me - The Leader in Me initiative is a school-wide effort focusing on developing students' learning and leadership skills. The Cherokee Community (staff, students, families and community/businesses, Franklin Covey Company) will be involved in this school-wide effort.

Category:

Research Cited: http://www.theleaderinme.org/what-are-the-results/ (This link provides over 2-dozen case studies supporting the effectiveness of the Leader in Me program.)

Tier: Tier 1

Activity - Professional Development/Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and parent representatives will attend training on the Leader in Me Program provided by the Covey Institute.	Professional Learning	Tier 1	Monitor	09/08/2015	06/07/2019	$10000	Other	Lynn Mair Rebecca Muszynski Carrie Semlow

Activity - Student/Staff Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources including teaching manuals, student workbooks, visual displays, and presentation materials will be purchased to facilitate student and staff understanding of The Leader in Me.	Supplemental Materials	Tier 1	Monitor	09/08/2015	06/07/2019	$7000	Other	Lynn Mair Rebecca Muszynski Carrie Semlow

Activity - Parent Training/Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend training and informational evenings in order to support the Leader in Me initiative. Materials, childcare and refreshments will be made available.	Parent Involvement	Tier 1	Monitor	09/08/2015	06/01/2016	$5000	Other	Lynn Mair Rebecca Muszynski Carrie Semlow

Goal 2: All students at Cherokee will improve in reading across the curriculum.

Measurable Objective 1:

55% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency across all focal points in Reading by 06/07/2019 as measured by Spring 2019 NWEA results .

Strategy 1:

Teachers will utilize research based instructional strategies found in Classroom Instruction that Works. - Staff will incorporate the following research-based strategies across the curriculum: - Teachers will utilize research based instructional strategies found in Classroom Instruction that Works. - Staff will incorporate the following research-based strategies across the curriculum:

• Cooperative Learning Skills

• Non-linguistic Representation (Thinking Maps)

• Summarizing and Note Taking (Close and Critical Reading Strategies)

• 7 Habits of Highly Effective People/The Leader in Me

Category:

Research Cited: o   Kagan's Cooperative Learning structures are based on research reviews and articles as found on the following links:

http://www.kaganonline.com/free_articles/research_and_rationale

o Citation: Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

o Citation: Hyerle, David N. and Larry Lawrence. Student Successes with Thinking Maps: School-Based Results and Models for Using Visual Tools, 2011. o   Citation: Covey, Stephen. 7 Habits of Highly Effective People

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small groups of teachers will be trained in the implementation of Thinking Maps in order to help with reading comprehension, organization of ideas and further implementation of the reading requirements of the Common Core. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/07/2019	$0	No Funding Required	Academic Team

Activity - Close and Critical Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on Close and Critical Reading Strategies such as Guided Highlighted Reading. Teachers will utilize the Daily 5 and CAFE reading strategies in Journeys in order to promote active reading strategies. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/07/2019	$0	No Funding Required	Academic Team

Activity - Purchase of Software Programs to be used in support instruction formats with Title I Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purchase of supporting instructional software and programs (i.e. FastBridge, I-Read) and hardware (i.e. student laptops) will support learning for at-risk students in the area of reading comprehension.	Academic Support Program	Tier 2	Implement	09/08/2015	06/07/2019	$1200	Title I Part A	Academic Team

Activity - I-Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
I-Read will be purchased to use with lowest 25th percentile of our student population, grades K and 1. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Academic Support Program	Tier 3	Monitor	09/01/2016	06/07/2019	$0	No Funding Required	Academic Team

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Activity - Summer Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling in the bottom 25 percentile are provided the opportunity to attend Summer Success with all materials and transportation provided through a district- wide grant. The month-long program focuses on reinforcing skills and practices.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/07/2019	$0	No Funding Required	All Staff

Activity - Paraeducators/Additional Staff Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraeducators will provide additional support during and/or after school to eligible Title 1 students/at-risk/Tier III students. Materials and supplies will be provided to aid in instruction and learning such as manipulatives and supporting software, etc. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/07/2019	$0	No Funding Required	Paraeducators Building and District Administration

Activity - Professional Learning/Development Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and support staff will attend various professional development activities to support the implementation of Journeys, Thinking Maps, Cooperative Learning, Close and Critical Literacy, CITW and other district initiatives. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Professional Learning	Tier 2	Implement	09/08/2015	06/07/2019	$0	No Funding Required	Academic Team

Activity - Home to School Connection/Activities/Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent involvement activities, meetings and resources will be provided to support home-to-school connection for Title I students. These funds may include items such as books, pamphlets, learning kits, refreshments, presenter fees, other resources, etc. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Parent Involvement	Tier 2	Monitor	09/08/2015	06/07/2019	$0	No Funding Required	Paraeducators Lynn Mair District Administration

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize classroom strategies such as Kagan strategies including "turn and talk" and other cooperative learning techniques to encourage deep-thinking and small group discussions to aid in reading comprehension. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Direct Instruction	Tier 1	Implement	09/08/2015	06/07/2019	$0	No Funding Required	Academic Team

Activity - MTSS Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A master instructional schedule for grades K-5 will be utilized to provide a multi-tiered system of support for all students. All staff are involved in implementing a MTSS intervention system for students.	Policy and Process	Tier 1	Implement	09/08/2015	06/07/2019	$0	No Funding Required	Academic Team

Activity - Word Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through Journeys, a word study and grammar program will be implemented to address foundational skills.	Materials	Tier 1	Implement	09/08/2015	06/07/2019	$5000	General Fund	Academic Team

Activity - RAZ Kids / Learning A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RAZ Kids and Learning A-Z, an online resource, will be implemented in all classrooms to support Tier One reading instruction.	Academic Support Program	Tier 1	Implement	09/08/2015	06/07/2019	$6000	General Fund	Academic Team

Activity - 5D+ For Instructional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching Learning instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/07/2019	$2200	General Fund	Lynn Mair

Activity - Training and Implementation of Journeys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend trainings on the implementation of strategies and curriculum associated with the newly adopted ELA program (Journeys).	Implementation, Direct Instruction	Tier 1	Implement	08/28/2017	06/07/2019	$0	Title I Part A	Academic Team

Activity - Decoding and Fluency Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Journeys phonemic awareness, phonics, and fluency practice through the use of modeling fluency passages,and utilizing decodable books for K-2. And 3-5 will teach Journeys word study and fluency passages.	Implementation, Direct Instruction	Tier 1	Implement	09/04/2017	06/07/2019	$0	General Fund	Academic Team

Activity - Small Group Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will meet with small groups of students to enhance reading comprehension and decoding skills using Journeys Small Group Instruction guided reading books.	Implementation, Academic Support Program	Tier 3	Implement	09/04/2017	06/07/2019	$0	General Fund	Academic Team

Strategy 2:

Leader in Me - Leader in Me - The Leader in Me initiative is a school-wide effort focusing on developing students' learning and leadership skills. The Cherokee Community (staff, students, families and community/businesses, Franklin Covey Company) will be involved in this school-wide effort. Research indicates that students show an improvement in academics and behavior with the Leader in Me initiative.

Category:

Research Cited: http://www.theleaderinme.org/what-are-the-results/ (This link provides over 2-dozen case studies supporting the effectiveness of the Leader in Me program.)

Tier: Tier 1

Activity - Professional Learning/Development Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and parent representatives will attend training on the Leader in Me Program provided by the Covey Institute. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/01/2018	$0	No Funding Required	Lynn Mair Laura Ferrans Karen Locricchio

Activity - Student/Staff Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources including teaching manuals, visual displays, and presentation materials will be purchased to facilitate student and staff understanding of The Leader in Me. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Supplemental Materials	Tier 1	Getting Ready	09/08/2015	06/01/2018	$0	No Funding Required	Lynn Mair Laura Ferrans Karen Locricchio

Activity - Parent Training/Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend training and informational evenings in order to support the Leader in Me initiative. Materials, childcare and refreshments will be made available. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/01/2018	$0	No Funding Required	Lynn Mair Laura Ferrans Karen Locricchio

Goal 3: Students will utilize Leader In Me habits to achieve school-wide, classroom, and personal goals.

Measurable Objective 1:

increase student growth 80% of students will improve in creating a leadership culture by 06/07/2019 as measured by the Leader in Me Measurable Results Assessment (MRA)..

Strategy 1:

Leader In Me - The Leader In Me initiative is a school-wide effort focusing on developing students' learning and leadership skills. The Cherokee Community (staff, students, families, and community/businesses, Franklin Covey Company) will be involved in this school-wide effort. Research indicates that students show an improvement in academics and behavior with the Leader in Me initiative.

Category: School Culture

Research Cited: http://www.theleaderinme,org/what-are-the-results/ (This link provides over 2-dozen case studies supporting the effectiveness of the Leader In Me program.)

Tier: Tier 1

Activity - Professional Learning/Developement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and parent representatives will attend training on the Leader In Me program provided by the Covey Institute.	Professional Learning	Tier 1	Monitor	09/08/2015	06/07/2019	$10000	Other	Lynn Mair Rebecca Muszynski Carrie Semlow

Activity - Student/Staff Resource	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources including teaching manuals visual displays, and presentation materials will be purchased to facilitate student and staff understanding of The Leader In Me.	Supplemental Materials	Tier 1	Implement	09/08/2015	06/07/2019	$7000	Other	Lynn Mair Rebecca Muszynski Carrie Semlow

Activity - Parent/Training Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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| Parents will be invited to attend training and informational evenings in order to support the Leader In Me initiative. Materials, childcare, and refreshments will be made available. | Parent Involvement | Tier 1 | Monitor | 09/08/2015 | 06/07/2019 | $5000 | Other | Lynn Mair Rebecca Muszynski Carrie Semlow |

Activity - Student Leadership Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Leadership Binders to set and track goals throughout the year.	Materials	Tier 1	Monitor	09/05/2017	06/07/2019	$750	Other	Lynn Mair Leadership Team

Activity - Collection of and Analysis of Leader in Me MRA Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MRA will be administered twice a year through the Leader in Me online website to gather data on student growth in creating a leadership culture.	Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/07/2019	$0	Other	Lynn Mair Rebecca Muszynski Carrie Semlow

Activity - Data Displays and Celebrations of Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student achievement (behavioral, academic, personal goals) will be displayed in the classroom/school hallways to celebrate success and share growth with stakeholders.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/05/2017	06/07/2019	$0	Other	Lynn Mair Leadership Team Culture Team

Activity - Brag Tag Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Brag Tag Assemblies where they will celebrate their successes and set new classroom and personal goals.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/05/2017	06/07/2019	$500	Other	Lynn Mair All Staff

Activity - Develop Action Plans to Achieve NWEA Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop action plans which will enable them to achieve their projected NWEA growth goals.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/07/2019	$0	Other	Lynn Mair All Staff

Activity - Student Mentorship Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students and staff will participate in monthly mentoring sessions focused on building and sustaining relationship between staff, students and their peers. Leader-in-Me online resources provided through Franklin Covey will be utilized to ensure consistency, common language and effective implementation	Getting Ready, Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/07/2019	$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collection of and Analysis of Leader in Me MRA Data	The MRA will be administered twice a year through the Leader in Me online website to gather data on student growth in creating a leadership culture.	Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/07/2019	$0	Lynn Mair Rebecca Muszynski Carrie Semlow
Student/Staff Resources	Resources including teaching manuals, student workbooks, visual displays, and presentation materials will be purchased to facilitate student and staff understanding of The Leader in Me.	Supplemental Materials	Tier 1	Monitor	09/08/2015	06/07/2019	$7000	Lynn Mair Rebecca Muszynski Carrie Semlow
Develop Action Plans to Achieve NWEA Growth Goals	Students will develop action plans which will enable them to achieve their projected NWEA growth goals.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/07/2019	$0	Lynn Mair All Staff
Student Leadership Binders	Students will utilize Leadership Binders to set and track goals throughout the year.	Materials	Tier 1	Monitor	09/05/2017	06/07/2019	$750	Lynn Mair Leadership Team
Professional Learning/Developement	Staff and parent representatives will attend training on the Leader In Me program provided by the Covey Institute.	Professional Learning	Tier 1	Monitor	09/08/2015	06/07/2019	$10000	Lynn Mair Rebecca Muszynski Carrie Semlow
Data Displays and Celebrations of Goals	Student achievement (behavioral, academic, personal goals) will be displayed in the classroom/school hallways to celebrate success and share growth with stakeholders.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/05/2017	06/07/2019	$0	Lynn Mair Leadership Team Culture Team
Student/Staff Resource	Resources including teaching manuals visual displays, and presentation materials will be purchased to facilitate student and staff understanding of The Leader In Me.	Supplemental Materials	Tier 1	Implement	09/08/2015	06/07/2019	$7000	Lynn Mair Rebecca Muszynski Carrie Semlow

Parent/Training Activities	Parents will be invited to attend training and informational evenings in order to support the Leader In Me initiative. Materials, childcare, and refreshments will be made available.	Parent Involvement	Tier 1	Monitor	09/08/2015	06/07/2019	$5000	Lynn Mair Rebecca Muszynski Carrie Semlow
Parent Training/Activities	Parents will be invited to attend training and informational evenings in order to support the Leader in Me initiative. Materials, childcare and refreshments will be made available.	Parent Involvement	Tier 1	Monitor	09/08/2015	06/01/2016	$5000	Lynn Mair Rebecca Muszynski Carrie Semlow
Professional Development/Training	Staff and parent representatives will attend training on the Leader in Me Program provided by the Covey Institute.	Professional Learning	Tier 1	Monitor	09/08/2015	06/07/2019	$10000	Lynn Mair Rebecca Muszynski Carrie Semlow
Brag Tag Assemblies	Students will participate in Brag Tag Assemblies where they will celebrate their successes and set new classroom and personal goals.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/05/2017	06/07/2019	$500	Lynn Mair All Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Schedule	A master instructional schedule for grades K-5 will be utilized to provide a multi-tiered system of support for all students. All staff are involved in implementing a MTSS intervention system for students.	Policy and Process	Tier 1	Implement	09/08/2015	06/07/2019	$0	Academic Team
Paraeducators/Additional Staff Support	Paraeducators will provide additional support during and/or after school to eligible Title 1 students/at-risk/Tier III students. Materials and supplies will be provided to aid in instruction and learning such as manipulatives and supporting software, etc. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/07/2019	$0	Paraeducators Building and District Administration
Summer Success	Students falling in the bottom 25 percentile are provided the opportunity to attend Summer Success with all materials and transportation provided through a district-wide grant. The month-long program focuses on reinforcing skills and practices.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/07/2019	$0	All Staff

Thinking Maps	Small groups of teachers will be trained in the implementation of Thinking Maps in order to help with reading comprehension, organization of ideas and further implementation of the reading requirements of the Common Core. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/07/2019	$0	Academic Team
Summer Success	Students falling in the bottom 25 percentile are provided the opportunity to attend Summer Success with all materials and transportation provided through a district- wide grant. The month-long program focuses on reinforcing skills and practices.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/07/2019	$0	All Staff
Cooperative Learning	Teachers will utilize classroom strategies such as Kagan strategies including "turn and talk" and other cooperative learning techniques to encourage deep-thinking and small group discussions to aid in reading comprehension. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Direct Instruction	Tier 1	Implement	09/08/2015	06/07/2019	$0	Academic Team
Professional Learning/Development Opportunities	Staff and parent representatives will attend training on the Leader in Me Program provided by the Covey Institute. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/01/2018	$0	Lynn Mair Laura Ferrans Karen Locricchio
I-Read	I-Read will be purchased to use with lowest 25th percentile of our student population, grades K and 1. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Academic Support Program	Tier 3	Monitor	09/01/2016	06/07/2019	$0	Academic Team
Professional Learning/Development Opportunities	Classroom teachers and support staff will attend various professional development activities to support the implementation of Journeys, Thinking Maps, Cooperative Learning, Close and Critical Literacy, CITW and other district initiatives. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Professional Learning	Tier 2	Implement	09/08/2015	06/07/2019	$0	Academic Team
Home to School Connection/Activities/Training	Parent involvement activities, meetings and resources will be provided to support home-to-school connection for Title I students. These funds may include items such as books, pamphlets, learning kits, refreshments, presenter fees, other resources, etc. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Parent Involvement	Tier 2	Monitor	09/08/2015	06/07/2019	$0	Paraeducators Lynn Mair District Administration

Student/Staff Resources	Resources including teaching manuals, visual displays, and presentation materials will be purchased to facilitate student and staff understanding of The Leader in Me. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Supplemental Materials	Tier 1	Getting Ready	09/08/2015	06/01/2018	$0	Lynn Mair Laura Ferrans Karen Locricchio
Close and Critical Reading Strategies	Teachers will be trained on Close and Critical Reading Strategies such as Guided Highlighted Reading. Teachers will utilize the Daily 5 and CAFE reading strategies in Journeys in order to promote active reading strategies. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/07/2019	$0	Academic Team
Parent Training/Activities	Parents will be invited to attend training and informational evenings in order to support the Leader in Me initiative. Materials, childcare and refreshments will be made available. The cost of this activity has been previously addressed in Goal 1: Math; therefore, no additional cost is necessary.	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/01/2018	$0	Lynn Mair Laura Ferrans Karen Locricchio
Student Mentorship Program	All students and staff will participate in monthly mentoring sessions focused on building and sustaining relationship between staff, students and their peers. Leader-in-Me online resources provided through Franklin Covey will be utilized to ensure consistency, common language and effective implementation	Getting Ready, Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/07/2019	$0	All Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
5D+ For Instructional Growth	The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching Learning instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	$0	Lynn Mair
Close and Critical Reading Strategies	Teachers will be trained on Close and Critical Reading Strategies such as Guided Highlighted Reading. With the greater emphasis on developing a deep understanding of mathematical concepts, reading strategies will encourage students to better understand the information and data presented.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/07/2019	$500	Academic Team

Small Group Reading Instruction	Teachers will meet with small groups of students to enhance reading comprehension and decoding skills using Journeys Small Group Instruction guided reading books.	Implementation, Academic Support Program	Tier 3	Implement	09/04/2017	06/07/2019	$0	Academic Team
RAZ Kids / Learning A-Z	RAZ Kids and Learning A-Z, an online resource, will be implemented in all classrooms to support Tier One reading instruction.	Academic Support Program	Tier 1	Implement	09/08/2015	06/07/2019	$6000	Academic Team
Hands-on/Manipulatives and other Cooperative Learning Activities	Staff will continue to utilize mathematical manipulatives in their everyday mathematical instruction.	Direct Instruction	Tier 1	Implement	09/08/2015	06/07/2019	$1000	Academic Team
Word Study	Through Journeys, a word study and grammar program will be implemented to address foundational skills.	Materials	Tier 1	Implement	09/08/2015	06/07/2019	$5000	Academic Team
Thinking Maps	Small groups of teachers will be trained in the implementation of Thinking Maps. Thinking Maps, such as the Flow Map, help students with problem solving and multistep mathematical challenges.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/07/2019	$2000	Academic Team
Decoding and Fluency Skills	Teachers will implement Journeys phonemic awareness, phonics, and fluency practice through the use of modeling fluency passages,and utilizing decodable books for K-2. And 3-5 will teach Journeys word study and fluency passages.	Implementation, Direct Instruction	Tier 1	Implement	09/04/2017	06/07/2019	$0	Academic Team
Number Talks/Discussion Groups	While utilizing Bridges, the new, comprehensive math program, all students will participate daily in Number Talks, Number Corner and discussion groups.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/07/2019	$2800	Academic Team
MTSS	A master instructional schedule for grades K-5 will be utilized to provide a multi-tiered system of support for all students. All staff are involved in implementing a MTSS intervention system for students.	Implementation, Academic Support Program	Tier 1	Monitor	09/06/2016	06/01/2018	$5000	Lynn Mair
5D+ For Instructional Growth	The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching Learning instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/07/2019	$2200	Lynn Mair

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Paraeducators/Additional Staff Support	Paraeducators will provide additional support during and/or after school to eligible Title 1 students/at-risk/Tier III students. Materials and supplies will be provided to aid in instruction and learning such as manipulatives and supporting software, etc.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/07/2019	$95000	Paraeducators Building and District Administration
Professional Learning/Development Opportunities	Classroom teachers and support staff will attend various professional development activities to support the implementation of Thinking Maps, Kagan Training for Cooperative Learning, Close and Critical Literacy, CITW and other district initiatives.	Professional Learning	Tier 2	Implement	09/08/2015	06/07/2019	$10000	Lynn Mair Carrie Semlow Rebecca Muszynski District Administration
Purchase of Software Programs to be used in support instruction formats with Title I Students	The purchase of supporting instructional software programs (i.e.Prodigy) and hardware (i.e. iPads) will support learning for at-risk students.	Academic Support Program	Tier 2	Implement	09/08/2015	06/07/2019	$12000	Academic Team
Purchase of Software Programs to be used in support instruction formats with Title I Students	The purchase of supporting instructional software and programs (i.e. FastBridge, I-Read) and hardware (i.e. student laptops) will support learning for at-risk students in the area of reading comprehension.	Academic Support Program	Tier 2	Implement	09/08/2015	06/07/2019	$1200	Academic Team
Home to School Connection/Activities/Training	Parent involvement activities, meetings and resources will be provided to support home-to-school connection for Title I students. These funds may include items such as books, pamphlets, learning kits, refreshments, presenter fees, other resources, etc.	Parent Involvement	Tier 2	Monitor	09/08/2015	06/07/2019	$2000	Paraeducators Lynn Mair District Administration
Training and Implementation of Journeys	Teachers will attend trainings on the implementation of strategies and curriculum associated with the newly adopted ELA program (Journeys).	Implementation, Direct Instruction	Tier 1	Implement	08/28/2017	06/07/2019	$0	Academic Team