



School Improvement Plan

Mohawk Elementary School

Chippewa Valley Schools

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TABLE OF CONTENTS

| | |
|---|----|
| Introduction | 1 |
| Improvement Plan Assurance | |
| Introduction | 3 |
| Improvement Plan Assurance | 4 |
| 2018-2019 Mohawk Elementary Plan for School Improvement | |
| Overview | 6 |
| Goals Summary | 7 |
| Goal 1: All students at Mohawk Elementary School will improve their proficiency in math. | 8 |
| Goal 2: All students at Mohawk Elementary will improve proficiency in reading | 10 |
| Goal 3: All students will feel safe and engaged at Mohawk Elementary School | 13 |
| Activity Summary by Funding Source | 16 |

Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

2018-2019 Mohawk Elementary Plan for School Improvement

Overview

Plan Name

2018-2019 Mohawk Elementary Plan for School Improvement

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|-----------|---------------|
| 1 | All students at Mohawk Elementary School will improve their proficiency in math. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$5000 |
| 2 | All students at Mohawk Elementary will improve proficiency in reading | Objectives: 1 Strategies: 3 Activities: 8 | Academic | \$1500 |
| 3 | All students will feel safe and engaged at Mohawk Elementary School | Objectives: 1 Strategies: 1 Activities: 6 | Academic | \$6000 |

Goal 1: All students at Mohawk Elementary School will improve their proficiency in math.

Measurable Objective 1:

48% of All Students will demonstrate a proficiency in knowledge and application in Mathematics by 06/30/2024 as measured by Spring 2024 State Assessment.

Strategy 1:

Bridges Mathematics Program - All staff will use Bridges for their mathematical instruction. The Bridges Math program is used as our school's primary elementary resource for daily math instruction. It is a comprehensive Kindergarten through fifth grade curriculum that focuses on developing children's conceptual understanding in ways that produce life-long mathematical skills. It was developed by The Math Learning Center and is research-based and field tested.

Category: Mathematics

Research Cited: www.mathlearningcenter.org

Tier: Tier 1

| Activity - Professional Development & Curriculum Mapping | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will be trained by the district to use Rubicon Atlas curriculum maps and how to incorporate for instruction. | Professional Learning | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | Title II Part A | All K-5 staff |
| Activity - Common Assessments and/or Formative Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The district will provide training of common assessments implementation and/or formative assessments in order to monitor data and inform instruction | Professional Learning, Curriculum Development | Tier 1 | Getting Ready | 09/05/2017 | 06/15/2018 | \$0 | Title II Part A | All K-5 staff |
| Activity - Cooperative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Use of Kagan and CITW strategies integrated into the Bridges mathematics program during daily lessons. The district and MISD have provided training to all teachers in using these strategies. | Academic Support Program | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | Title II Part A | All K-5 staff |
| Activity - Student Data Review | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Mohawk Elementary School

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|---|--|--------|-----------|------------|------------|-----|---------------------|-------------------------|
| Staff will use student data to inform instructional decisions | Implementation, Teacher Collaboration, Monitor | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | No Funding Required | All Instructional Staff |
|---|--|--------|-----------|------------|------------|-----|---------------------|-------------------------|

Strategy 2:

Multi-Tiered System of Support (MTSS) for Mathematics - Mathematics resources will be reviewed for alignment with State Standards. Instructional and support staff will be trained to implement Bridges interventions.

Category: Mathematics

Research Cited: Jordan, N., (2007) The Need for Number Sense. Journal of Educational Leadership. ASCD

Kilpatrick, J., Swafford, J., & Findell, B. (Eds). (2001) Adding it Up: Helping Children to Learn Mathematics. Washington, DC: National Academy Press

National Council of Teachers of Mathematics (2006) Curriculum focal points for Pre-Kindergarten through Grade 8 Mathematics: A Quest for Coherence: Reston, VA:

Author

Tier: Tier 2

| Activity - MTSS Math Intervention Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| K-5 staff will use Bridges interventions and differentiation strategies to support students. | Academic Support Program | Tier 2 | Implement | 09/05/2017 | 06/14/2019 | \$0 | Title II Part A | All Instructional Staff |

| Activity - Targeted Math Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|---------------------------------|
| Instructional staff will use computer based programs such as Kahn Academy and Success Maker to support Tier 3 students. Students can use these programs during the school day or as an extended day program. | Getting Ready, Parent Involvement, Academic Support Program, Technology | Tier 3 | Getting Ready | 09/04/2018 | 06/14/2019 | \$5000 | Title II Part A | Instructional Staff and parents |

| Activity - Kahn Academy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|---------------------|-------------------|
| Students will utilize Kahn Academy to support the math program by using their NWEA scores | Getting Ready, Parent Involvement, Academic Support Program | Tier 2 | Getting Ready | 09/05/2018 | 06/15/2019 | \$0 | No Funding Required | All 2-5 staff |

School Improvement Plan

Mohawk Elementary School

Strategy 3:

Student Engagement - Bridges curriculum and resources will be reviewed for high engagement activities. Instructional staff are trained to implement strategies such as Kagan and CITW.

Category: Mathematics

Tier: Tier 1

| Activity - CITW | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| Teachers will implement CITW strategies into their math instructional practice to increase student engagement and learning. All teachers have been provided training through the MISD | Implementation, Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | No Funding Required | All Instructional Staff |
| Activity - Cooperative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Instructional staff will implement Kagan cooperative learning strategies throughout their math instruction. | Implementation, Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | No Funding Required | All instructional staff |

Goal 2: All students at Mohawk Elementary will improve proficiency in reading

Measurable Objective 1:

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

Strategy 1:

Journeys Curriculum and Assessment Implementation - Students will engage in daily ELA instruction with Journeys foundational skills and word study. Teachers will utilize the Journeys instructional tools during a daily 90 minute instructional block.

Category: English/Language Arts

Research Cited: https://www.hmhco.com/~media/sites/home/education/disciplines/reading/elementary/journeys-2017/pdf/hmh_txjourneys_quasi_2012.pdf?la=en

Resendez, M. and Azin, M. (2012) A Study on the Effectiveness of Journeys in Texas using existing data sources. Houghton-Mifflin Harcourt

Tier: Tier 1

School Improvement Plan

Mohawk Elementary School

| Activity - Assessment Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|-------------------------|
| Teachers have been trained by the district to utilize common Journeys' assessment K-5 in reading and writing. | Getting Ready, Evaluation, Professional Learning | Tier 1 | Getting Ready | 09/05/2018 | 06/14/2019 | \$0 | General Fund | All teaching staff K-5. |

| Activity - Continued Journeys Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| K-5 teachers will attend training on the implementation of strategies and curriculum associated with the Journey's Program. Instructional staff will continue to implement the strategies in their classrooms to improve student reading achievement. | Teacher Collaboration, Professional Learning, Curriculum Development, Technology | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | Title II Part A | All K-5 teaching staff. |

| Activity - Direct Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| Students will be engaged in whole group instruction of essential components of the Journeys ELA curriculum including phonemic/phonological awareness, high frequency words, vocabulary, shared and independent reading and writing, grammar, | Materials, Implementation, Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | Title II Part A | All instructional staff |

Strategy 2:

Multi-Tiered System of Support for Reading (MTSS) - Instructional and support staff will implement research based reading and writing interventions such as IRead, Successmaker, Lexia & Journeys' small group interventions. Staff will also be trained on progress monitoring and using data to drive interventions.

Category: English/Language Arts

Research Cited: <http://www2.gsu.edu/~wwwche/Milken%20report.pdf>

The Impact of Technology on Student Achievement, John Schacter

Tier: Tier 2

| Activity - 30 Minute Small Group Instructional Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| Instructional staff will meet with small groups of students. They will use Write-In readers, leveled readers, and lessons from weekly small group instruction tab in Journey's TE. | Direct Instruction | Tier 2 | Implement | 09/05/2017 | 06/14/2019 | \$0 | Title II Part A | All Instructional Staff |

School Improvement Plan

Mohawk Elementary School

| Activity - 30 Minute Small Group Instructional Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| Instructional staff will meet with Tier 3 in small groups. They will use computer based programs and lessons from those programs to target instruction based on student need such as IRead, Successmaker, Ticket to Read, Sortegories, Lexia, etc... | Academic Support Program, Implementation, Direct Instruction, Supplemental Materials, Technology | Tier 3 | Implement | 09/05/2017 | 06/15/2019 | \$1500 | Title II Part A | All Instructional Staff |

| Activity - School Data Review | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| We will conduct three data reviews per school year. During these data reviews staff are able to use a continual problem solving model, in conjunction with NWEA/Map Assessments to differentiate instruction for students' specific needs. | Academic Support Program, Teacher Collaboration, Professional Learning, Monitor | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | Title II Part A | All Instructional Staff |

Strategy 3:

Student Engagement - The reading curriculum and resources will be reviewed for high engagement activities. Instructional will implement strategies such as, Kagan Cooperative Learning, student goal setting, and rich performance tasks.

Category: English/Language Arts

Research Cited: Dean, C. B. (2012). *Classroom instruction that works research-based strategies for increasing student achievement* (2nd ed.). Alexandria, Va.: ASCD.

www.Kaganonline.com

Afflerbach, P., Pearson, P.D., & Paris, S.G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61, 363-373.

Tier: Tier 1

| Activity - Implementation of Classroom Instruction that Works (CITW) Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will implement CITW strategies into their reading instructional practice to increase student engagement and learning. | Implementation, Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | Title IV Part A | All K-5 staff |

School Improvement Plan

Mohawk Elementary School

| Activity - Implementation of Cooperative Learning Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Instruction staff will implement Kagan Cooperative Learning strategies. | Implementation, Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | Title II Part A | All K-5 staff |

Goal 3: All students will feel safe and engaged at Mohawk Elementary School

Measurable Objective 1:

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

Strategy 1:

PBIS System - The system will promote positive behavior throughout the day and utilize incentives for target behaviors. Implementation rollout will be the beginning of the school year. All staff are included to promote this strategy.

Category: School Culture

Research Cited: www.pbis.org

Tier: Tier 1

| Activity - PBIS Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| All staff will be trained in positive behavioral strategies and implement them to create a positive school environment. Mohawk will receive additional county training through the MiBLSi grant through the MISD. | Getting Ready, Policy and Process, Professional Learning, Behavioral Support Program | Tier 1 | Getting Ready | 09/04/2018 | 06/14/2019 | \$1000 | Title II Part A | All school staff |

| Activity - Cultural Awareness Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Mohawk Elementary School

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|--|---|--------|---------------|------------|------------|--------|-----------------|-----------|
| All staff will receive district provided training on cultural awareness. | Getting Ready, Teacher Collaboration, Professional Learning, Behavioral Support Program | Tier 1 | Getting Ready | 09/10/2018 | 06/10/2019 | \$1000 | Title II Part A | All staff |
|--|---|--------|---------------|------------|------------|--------|-----------------|-----------|

| Activity - ALICE Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| All staff will be trained in active shooter response procedures. | Getting Ready, Policy and Process, Teacher Collaboration, Professional Learning | Tier 1 | Getting Ready | 08/27/2018 | 06/10/2019 | \$1000 | Title II Part A | All staff |

| Activity - PBIS | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| All staff will implement positive behavior intervention strategies to promote a safe learning environment. | Implementation, Teacher Collaboration, Behavioral Support Program | Tier 1 | Implement | 09/10/2018 | 06/10/2019 | \$1000 | Title II Part A | All staff |

| Activity - SWIS | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| SWIS will be used to track behaviors and implementation of PBIS | Evaluation, Monitor | Tier 1 | Monitor | 09/10/2018 | 06/10/2019 | \$1000 | Title II Part A | Designated staff will implement behavior incidents that occur throughout the school year. |

School Improvement Plan

Mohawk Elementary School

| Activity - SWIS Data | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|----------|------------|------------|-------------------|-------------------|-------------------|
| SWIS Data will be used to analyze behavioral supports | Evaluation, Teacher Collaboration, Professional Learning | Tier 1 | Evaluate | 09/10/2018 | 06/10/2019 | \$1000 | Title II Part A | All Staff |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|
| Implementation of Classroom Instruction that Works (CITW) Strategies | Teachers will implement CITW strategies into their reading instructional practice to increase student engagement and learning. | Implementation, Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | All K-5 staff |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------|---|---|--------|---------------|------------|------------|-------------------|-------------------------|
| Student Data Review | Staff will use student data to inform instructional decisions | Implementation, Teacher Collaboration, Monitor | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | All Instructional Staff |
| CITW | Teachers will implement CITW strategies into their math instructional practice to increase student engagement and learning. All teachers have been provided training through the MISD | Implementation, Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | All Instructional Staff |
| Kahn Academy | Students will utilize Kahn Academy to support the math program by using their NWEA scores | Getting Ready, Parent Involvement, Academic Support Program | Tier 2 | Getting Ready | 09/05/2018 | 06/15/2019 | \$0 | All 2-5 staff |
| Cooperative Learning | Instructional staff will implement Kagan cooperative learning strategies throughout their math instruction. | Implementation, Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | All instructional staff |

Title II Part A

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

School Improvement Plan

Mohawk Elementary School

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|---|---|--|--------|---------------|------------|------------|--------|---|
| Professional Development & Curriculum Mapping | Teachers will be trained by the district to use Rubicon Atlas curriculum maps and how to incorporate for instruction. | Professional Learning | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | All K-5 staff |
| Direct Instruction | Students will be engaged in whole group instruction of essential components of the Journeys ELA curriculum including phonemic/phonological awareness, high frequency words, vocabulary, shared and independent reading and writing, grammar, | Materials, Implementation, Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | All instructional staff |
| PBIS Training | All staff will be trained in positive behavioral strategies and implement them to create a positive school environment. Mohawk will receive additional county training through the MiBLSi grant through the MISD. | Getting Ready, Policy and Process, Professional Learning, Behavioral Support Program | Tier 1 | Getting Ready | 09/04/2018 | 06/14/2019 | \$1000 | All school staff |
| SWIS | SWIS will be used to track behaviors and implementation of PBIS | Evaluation, Monitor | Tier 1 | Monitor | 09/10/2018 | 06/10/2019 | \$1000 | Designated staff will implement behavior incidents that occur throughout the school year. |
| Implementation of Cooperative Learning Strategies | Instruction staff will implement Kagan Cooperative Learning strategies. | Implementation, Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | All K-5 staff |
| Continued Journeys Professional Development | K-5 teachers will attend training on the implementation of strategies and curriculum associated with the Journey's Program. Instructional staff will continue to implement the strategies in their classrooms to improve student reading achievement. | Teacher Collaboration, Professional Learning, Curriculum Development, Technology | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | All K-5 teaching staff. |
| Cooperative Learning | Use of Kagan and CITW strategies integrated into the Bridges mathematics program during daily lessons. The district and MISD have provided training to all teachers in using these strategies. | Academic Support Program | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | All K-5 staff |

School Improvement Plan

Mohawk Elementary School

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|---|--|--|--------|---------------|------------|------------|--------|---------------------------------|
| School Data Review | We will conduct three data reviews per school year. During these data reviews staff are able to use a continual problem solving model, in conjunction with NWEA/Map Assessments to differentiate instruction for students' specific needs. | Academic Support Program, Teacher Collaboration, Professional Learning, Monitor | Tier 1 | Implement | 09/05/2017 | 06/14/2019 | \$0 | All Instructional Staff |
| SWIS Data | SWIS Data will be used to analyze behavioral supports | Evaluation, Teacher Collaboration, Professional Learning | Tier 1 | Evaluate | 09/10/2018 | 06/10/2019 | \$1000 | All Staff |
| Targeted Math Support | Instructional staff will use computer based programs such as Kahn Academy and Success Maker to support Tier 3 students. Students can use these programs during the school day or as an extended day program. | Getting Ready, Parent Involvement, Academic Support Program, Technology | Tier 3 | Getting Ready | 09/04/2018 | 06/14/2019 | \$5000 | Instructional Staff and parents |
| 30 Minute Small Group Instructional Time | Instructional staff will meet with Tier 3 in small groups. They will use computer based programs and lessons from those programs to target instruction based on student need such as IRead, Successmaker, Ticket to Read, Sortegories, Lexia, etc... | Academic Support Program, Implementation, Direct Instruction, Supplemental Materials, Technology | Tier 3 | Implement | 09/05/2017 | 06/15/2019 | \$1500 | All Instructional Staff |
| MTSS Math Intervention Program | K-5 staff will use Bridges interventions and differentiation strategies to support students. | Academic Support Program | Tier 2 | Implement | 09/05/2017 | 06/14/2019 | \$0 | All Instructional Staff |
| ALICE Training | All staff will be trained in active shooter response procedures. | Getting Ready, Policy and Process, Teacher Collaboration, Professional Learning | Tier 1 | Getting Ready | 08/27/2018 | 06/10/2019 | \$1000 | All staff |
| Common Assessments and/or Formative Assessments | The district will provide training of common assessments implementation and/or formative assessments in order to monitor data and inform instruction | Professional Learning, Curriculum Development | Tier 1 | Getting Ready | 09/05/2017 | 06/15/2018 | \$0 | All K-5 staff |

School Improvement Plan

Mohawk Elementary School

| | | | | | | | | |
|--|--|---|--------|---------------|------------|------------|--------|-------------------------|
| Cultural Awareness Training | All staff will receive district provided training on cultural awareness. | Getting Ready, Teacher Collaboration, Professional Learning, Behavioral Support Program | Tier 1 | Getting Ready | 09/10/2018 | 06/10/2019 | \$1000 | All staff |
| 30 Minute Small Group Instructional Time | Instructional staff will meet with small groups of students. They will use Write-In readers, leveled readers, and lessons from weekly small group instruction tab in Journey's TE. | Direct Instruction | Tier 2 | Implement | 09/05/2017 | 06/14/2019 | \$0 | All Instructional Staff |
| PBIS | All staff will implement positive behavior intervention strategies to promote a safe learning environment. | Implementation, Teacher Collaboration, Behavioral Support Program | Tier 1 | Implement | 09/10/2018 | 06/10/2019 | \$1000 | All staff |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------|---|--|--------|---------------|------------|------------|-------------------|-------------------------|
| Assessment Development | Teachers have been trained by the district to utilize common Journeys' assessment K-5 in reading and writing. | Getting Ready, Evaluation, Professional Learning | Tier 1 | Getting Ready | 09/05/2018 | 06/14/2019 | \$0 | All teaching staff K-5. |