



School Improvement Plan

Sequoyah Elementary School

Chippewa Valley Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

2019-2020 Sequoyah Elementary School Improvement Plan

Overview

Plan Name

2019-2020 Sequoyah Elementary School Improvement Plan

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 Sequoyah Elementary School will improve in Reading.	Objectives: 2 Strategies: 4 Activities: 13	Academic	\$0
2	All students at Sequoyah Elementary School will improve in Mathematics.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
3	All students at Sequoyah Elementary School will feel safe and engaged in the school environment.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$0

Goal 1: All students at Sequoyah Elementary School will improve in Reading.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2020 as measured by the spring State Assessment.

Strategy 1:

Multi Tiered System of Support (MTSS) - Multi-Tiered System of Support (MTSS) for Reading - Instructional and support staff will implement research-based interventions such as: iRead, Road to Reading/Code, KPals, Rewards, Language for Learning and other interventions. In addition to these interventions, students participate in Journeys small group interventions. Staff will also be trained in progress monitoring and using data to make informed decisions.

Category: English/Language Arts

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

Beer, K., & Probst, R. (2013) *Notice and Note: Strategies for Close Reading*. Portsmouth, NH: Heinemen.

Calkins, C., Ehrenworth, M., & Lehman, C. (2012) *Pathways to the common core: Accelerated Achievement*. Portsmouth, NH: Heinemann
Common Core Standards Initiatives www.corestandards.org

Evenson, A., Mclver, M., Ryan,S., Schwols, A. (2013) *Common Core Standards for Elementary Grades 3 - 5 in Math & ELA*. Alexandria, VA ASCD

Resendez, M. & Azin, M. (2012) *A study on the effectiveness of Journeys in Texas using existing data sources*. Houghton- Mifflin. Harcourt.

Tier: Tier 2

Activity - Purchase and Implement MTSS Reading Intervention programs and supplies/materials to monitor reading achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district and/or Sequoyah will purchase supplies/materials needed to implement consistent, research based interventions among grade levels and progress monitoring tools to ensure all identified at-risk students make adequate progress. Resources and materials for core reading instruction will be utilized along with intervention programs for Tier 2 and Tier 3 instruction.	Technology , Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	District and Building Administrators, Instructional Staff, and designated Support Staff

Activity - Monitoring of Reading Achievement (School Data Review)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Schools will purchase Progress Monitoring tools to ensure all identified at-risk students make adequate progress. Student progress will be measured on a regular and ongoing basis. Formally meeting three times a year, instructional staff will utilize school and grade level data from various assessment results (ie. NWEA) in order to differentiate instruction for students' specific needs.	Materials, Technology	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Administrators, Instructional Staff and Support Staff
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Activity - Instructional Staff Training Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff members will attend professional development sessions that focus on Reading intervention, strategies, differentiation and programs to enhance student achievement (ie. Journeys small group reading, iRead, differentiated word study and vocabulary, etc).	Professional Learning	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Other	Building Administrators, Instructional Staff and Designated Support Staff

Activity - Instructional Support Reading: At-Risk Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified Teachers, Intervention Specialists and Para-Educators will provide instructional support in literacy to identified At Risk and Bilingual students during the regular school day to increase student achievement.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Section 31a	Building Administrator, Instructional Staff, Designated Support Staff

Strategy 2:

Implementation of high leverage instructional strategies in Reading - The reading curriculum and resources will be reviewed for high engagement activities. Instructional staff will implement strategies such as Kagan Cooperative learning, student goal setting and rich performance tasks.

Category: English/Language Arts

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

Beer, K., & Probst, R. (2013). *Notice and Note: Strategies for Close Reading*. Portsmouth, NH: Heineman.

Evenson, A., Mclver, M., Ryan, S., Schwols, A. (2013). *Common Core Standards for Elementary Grades 3-5 in Math & ELA*. Alexandria, VA ASCD

Tier: Tier 1

Activity - Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement CITW strategies into their reading instructional practices to increase student engagement and learning.	Implementation, Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building administrators, instructional staff
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Activity - Training and Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be trained in Kagan Cooperative Learning strategies.	Implementation, Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building administrators, instructional staff

Strategy 3:

Journeys Curriculum and Assessment Alignment - Curriculum and Assessment will be aligned with Common Core Standards through Curriculum Mapping and the implementation of the Journeys program. Students will engage in daily English Language Arts instruction with Journeys and teachers will implement the instructional tools during a 90 minute instructional block. Teachers will continue to develop and utilize common summative assessments to monitor and support student need.

Category: English/Language Arts

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

Calkins, C., Ehrenworth, M., & Lehman, C. (2012) *pathways to the common core: Accelerated Achievement*. Portsmouth, NH: Heinemann.

Evenson, A., McIver, M., Ryan, S., Schwols, A. (2013) *Common Core Standards for Elementary Grades 3-5 in Math & ELA*. Alexandria, VA ASCD.

Resendez, M. & Azin, M. (2012) *A study on the effectiveness of Journeys in Texas using existing data sources*. Houghton- Mifflin. Harcourt.

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Common Core Standards will be examined by grade level. Curriculum maps for the teaching of reading will be created and teachers will be trained to use them on Rubicon Atlas.	Curriculum Development	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building administrators, Instructional Staff, Curriculum Leaders, Educational Services

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Activity - Assessment Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained by district to utilize Journeys assessment K-5 in reading and writing.	Evaluation, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	Title II Part A	Building administrators, Instructional Staff, Educational Services, Curriculum Leaders
Activity - Continued Journeys ELA Professional Development	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 Journeys Program. Instructional staff will continue to implement the strategies in their classrooms to improve student reading achievement.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Administrators, Instructional Staff, ELA Curricular Leaders, Director of Curriculum and Assessment, Educational Services Department
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.	Implementation, Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	All instructional staff

Measurable Objective 2:

46% of English Learners students will demonstrate a proficiency in reading in English Language Arts by 06/30/2020 as measured by Spring State Assessment .

Strategy 1:

Multi-Tiered System of Support (MTSS) - Multi-Tiered System of Support (MTSS) for Reading - Instructional and support staff will implement research-based interventions such as: iRead, Road to Reading/Code, KPals, Rewards, Language for Learning and other interventions. In addition to these interventions, students participate in Journeys small group interventions. Staff will also be trained in progress monitoring and using data to make informed decisions.

Category: English/Language Arts

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Research Cited: Afflerbach, P. Pearson, P.D., & Paris, S.G. (2008) Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61, 363-373. Beer, K., & Probst, R. (2013) *Notice and Note: Strategies for Close Reading*. Portsmouth, NH: Heinemen. Calkins, C., Ehrenworth, M., & Lehman, C. (2012) *Pathways to the common core: Accelerated Achievement*. Portsmouth, NH: Heinemann Common Core Standards Initiatives www.corestandards.org Evenson, A., McIver, M., Ryan,S., Schwols, A. (2013) *Common Core Standards for Elementary Grades 3 - 5 in Math & ELA*. Alexandria, VA ASCD Resendez, M. & Azin, M. (2012) *A study on the effectiveness of Journeys in Texas using existing data sources*. Houghton- Mifflin. Harcourt.

Tier: Tier 2

Activity - Administrating Screening to Identify Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a computer based screening tool (NWEA). This will identify students in need of tier 3 intervention.	Academic Support Program	Tier 3	Monitor	09/01/2019	06/30/2020	\$0	Title II Part A	District and Building Administrators, Instructional Staff, and designated Support Staff

Activity - Administrating Reading Diagnostics to Pinpoint Tier 3 Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be administrated a diagnostic tool (FastBridge) to identify specific skill deficits that require intensive intervention.	Academic Support Program	Tier 3	Getting Ready	09/01/2019	06/30/2020	\$0	Title II Part A	District and Building Administrators, Instructional Staff, and designated Support Staff

Activity - Research Based Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive a research based intervention by a trained staff member to target specific deficit areas in reading. These interventions may include: small group support, computer based programs, vocabulary interventions, phonemic awareness interventions, fluency interventions and/or comprehension intervention.	Academic Support Program	Tier 3	Implement	09/02/2019	06/30/2020	\$0	Title II Part A	District and Building Administrators, Instructional Staff, and designated Support Staff

Goal 2: All students at Sequoyah Elementary School will improve in Mathematics.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency to sustain proficiency in Mathematics by 06/30/2020 as measured by Spring State Assessment .

Strategy 1:

Bridges in Mathematics Program and Assessment Alignment - 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 to support life-long mathematical skills. This program was developed by The Math Learning Center and is research-based and field tested. Additionally, it is aligned with the State Standards. Teachers will be provided continuous training to provide appropriate instruction.

Category: Mathematics

Research Cited: The following research provides evidence for the effectiveness of the Bridges program. Information was obtained from:

http://bridges1.mathlearningcenter.org/media/Annotated_Biblio_Bridges.pdf

Common Core Standards Initiative - www.corestandards.org

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math curriculum will be reviewed for alignment with State Standards. Standards will be unpacked by grade level and/or course and along with program resources, be published as district curriculum maps. Teachers will be trained to use Rubicon Atlas curriculum maps and how to incorporate them with their instruction	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Administrators, Instructional Staff, Educational Services, Math Curriculum Leaders, Math Council Members

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Building principal will monitor implementation of the Bridges in Mathematics Program. Instructional support will be provided as needed.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	General Fund	Building administrators, Instructional Staff, Educational Services, Math Curricular Leaders, Council Members
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Activity - Student Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use student data to inform instructional decisions.	Implementation, Monitor, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	All instructional staff

Strategy 2:

Implementation of High Leverage Instructional Strategies. - The Math curriculum and resources will be reviewed for high engagement activities. Instructional staff will be trained to implement strategies such as: Kagan Cooperative Learning, student goal setting, Classroom Instruction that Works (CITW) and rich performance tasks.

Category: Mathematics

Research Cited: Evenson, A., McIver, M., Ryan, S., Schwols, A. (2013). Common Core Standards for Elementary Grades 3-5 in Math & ELA. Alexandria, VA ASCD

Evenson, A., McIver, M., Ryan, S., Schwols, A. (2013). Common Core Standards for Elementary Grades K-2 in Math & ELA. Alexandria, VA ASCD

Tier: Tier 1

Activity - Training and Implementation of Classroom Instruction That Works Strategies	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. Teachers that have not been trained will be trained over 3 days throughout the school year.	Direct Instruction	Tier 1		09/03/2019	06/30/2020	\$0	Title II Part A	Building Administration, Instructional Staff, Educational Services

Activity - Training and Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional staff will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1		09/03/2019	06/30/2020	\$0	Title II Part A	Building Administrators, Instructional Staff, Educational Services
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Activity - Math Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff utilizes differentiation and interventions to meet student needs.	Monitor, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	All instructional staff

Goal 3: All students at Sequoyah Elementary School will feel safe and engaged in the school environment.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of positive growth in Practical Living by 06/30/2020 as measured by SWIS data.

Strategy 1:

Positive Behavior Interventions and Supports - The system will promote positive behavior throughout the day and utilized incentives for target behaviors. Implementation roll out will occur at the beginning of the school year. This strategy is supported by all school staff.

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 support strategies. These strategies will be used to support a positive school environment.	Policy and Process, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	Title II Part A	School administrators, teachers, and support staff

Activity - Cultural Awareness Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be trained in cultural awareness and its impact on learning	Getting Ready, Professional Learning, Behavioral Support Program, Supplemental Materials	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	Title II Part A	School administrators, teachers and support staff
Activity - ALICE Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to implement the Active Shooter Response Plan	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	Title II Part A	School administrators, teachers, and support staff
Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained and implement positive behavior interventions and supports.	Implementation, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	School administrators, teachers, and support staff
Activity - SWIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Designated staff will document and input social, emotional and behavioral data into SWIS	Monitor, Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Designated Staff
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SWIS and student survey data will be analyzed to determine student behavioral needs	Evaluation, Policy and Process	Tier 1	Evaluate	09/03/2019	06/30/2020	\$0	Title II Part A	Designated 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
Instructional Staff Training Activity	Instructional staff members will attend professional development sessions that focus on Reading intervention, strategies, differentiation and programs to enhance student achievement (ie. Journeys small group reading, iRead, differentiated word study and vocabulary, etc).	Professional Learning	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Administrators, Instructional Staff and Designated Support Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Building principal will monitor implementation of the Bridges in Mathematics Program. Instructional support will be provided as needed.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building administrators, Instructional Staff, Educational Services, Math Curricular Leaders, Council Members

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Training and Implementation of Cooperative Learning Strategies	Instructional staff will be trained in Kagan Cooperative Learning strategies.	Implementation, Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building administrators, instructional staff
Monitoring of Reading Achievement (School Data Review)	Schools will purchase Progress Monitoring tools to ensure all identified at-risk students make adequate progress. Student progress will be measured on a regular and ongoing basis. Formally meeting three times a year, instructional staff will utilize school and grade level data from various assessment results (ie. NWEA) in order to differentiate instruction for students' specific needs.	Materials, Technology	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Administrators, Instructional Staff and Support Staff
Purchase and Implement MTSS Reading Intervention programs and supplies/materials to monitor reading achievement	The district and/or Sequoyah will purchase supplies/materials needed to implement consistent, research based interventions among grade levels and progress monitoring tools to ensure all identified at-risk students make adequate progress. Resources and materials for core reading instruction will be utilized along with intervention programs for Tier 2 and Tier 3 instruction.	Technology, Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2020	\$0	District and Building Administrators, Instructional Staff, and designated Support Staff
Training and Implementation of Classroom Instruction That Works Strategies	Teachers will implement CITW strategies into their math instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained over 3 days throughout the school year.	Direct Instruction	Tier 1		09/03/2019	06/30/2020	\$0	Building Administration, Instructional Staff, Educational Services
SWIS	Designated staff will document and input social, emotional and behavioral data into SWIS	Monitor, Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Designated Staff
Training and Implementation of Cooperative Learning Strategies	Instructional staff will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1		09/03/2019	06/30/2020	\$0	Building Administrators, Instructional Staff, Educational Services
Research Based Reading Interventions	Identified students will receive a research based intervention by a trained staff member to target specific deficit areas in reading. These interventions may include: small group support, computer based programs, vocabulary interventions, phonemic awareness interventions, fluency interventions and/or comprehension intervention.	Academic Support Program	Tier 3	Implement	09/02/2019	06/30/2020	\$0	District and Building Administrators, Instructional Staff, and designated Support Staff

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Curriculum Mapping	Literacy Common Core Standards will be examined by grade level. Curriculum maps for the teaching of reading will be created and teachers will be trained to use them on Rubicon Atlas.	Curriculum Development	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building administrators, Instructional Staff, Curriculum Leaders, Educational Services
Continued Journeys ELA Professional Development	Teachers will attend trainings on the implementation of strategies and curriculum associated with the newly adopted Journeys Program. Instructional staff will continue to implement the strategies in their classrooms to improve student reading achievement.	Curriculum Development, Technology, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Administrators, Instructional Staff, ELA Curricular Leaders, Director of Curriculum and Assessment, Educational Services Department
ALICE Training	All staff will be trained to implement the Active Shooter Response Plan	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	School administrators, teachers, and support staff
Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Teachers will implement CITW strategies into their reading instructional practices to increase student engagement and learning.	Implementation, Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building administrators, instructional staff
Curriculum Mapping	The Math curriculum will be reviewed for alignment with State Standards. Standards will be unpacked by grade level and/or course and along with program resources, be published as district curriculum maps. Teachers will be trained to use Rubicon Atlas curriculum maps and how to incorporate them with their instruction	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building Administrators, Instructional Staff, Educational Services, Math Curriculum Leaders, Math Council Members

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PBIS	All staff will be trained and implement positive behavior interventions and supports.	Implementation, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	School administrators, teachers, and support staff
Data Analysis	SWIS and student survey data will be analyzed to determine student behavioral needs	Evaluation, Policy and Process	Tier 1	Evaluate	09/03/2019	06/30/2020	\$0	Designated staff
Administrating Reading Diagnostics to Pinpoint Tier 3 Students	Identified students will be administrated a diagnostic tool (FastBridge) to identify specific skill deficits that require intensive intervention.	Academic Support Program	Tier 3	Getting Ready	09/01/2019	06/30/2020	\$0	District and Building Administrators, Instructional Staff, and designated Support Staff
PBIS Training	All staff will be trained in positive behavioral support strategies. These strategies will be used to support a positive school environment.	Policy and Process, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	School administrators, teachers, and support staff
Administrating Screening to Identify Students	All students will participate in a computer based screening tool (NWEA). This will identify students in need of tier 3 intervention.	Academic Support Program	Tier 3	Monitor	09/01/2019	06/30/2020	\$0	District and Building Administrators, Instructional Staff, and designated Support Staff
Cultural Awareness Training	Staff will be trained in cultural awareness and its impact on learning	Getting Ready, Professional Learning, Behavioral Support Program, Supplemental Materials	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	School administrators, teachers and support staff

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Assessment Development	Teachers have been trained by district to utilize Journeys assessment K-5 in reading and writing.	Evaluation, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	Building administrators, Instructional Staff, Educational Services, Curriculum Leaders
Direct Instruction	Students will be engaged in whole group instruction of essential components of the Journeys ELA curriculum.	Implementation, Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	All instructional staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Support Reading: At-Risk Activity	Certified Teachers, Intervention Specialists and Para-Educators will provide instructional support in literacy to identified At Risk and Bilingual students during the regular school day to increase student achievement.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Administrator, Instructional Staff, Designated Support 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, Monitor, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$0	All instructional staff
Math Intervention Program	Staff utilizes differentiation and interventions to meet student needs.	Monitor, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	All instructional staff