



School Improvement Plan

Shawnee 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	

2018-2019 Shawnee Elementary School Improvement Plan

Overview

Plan Name

2018-2019 Shawnee 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 Shawnee Elementary School will improve proficiency in mathematics.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$0
2	All students at Shawnee Elementary School will improve proficiency in reading.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
3	All students will feel safe and engaged at school.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$0

Goal 1: All students at Shawnee Elementary School will improve proficiency in mathematics.

Measurable Objective 1:

48% of All Students will demonstrate a proficiency in all claim areas in Mathematics by 06/15/2024 as measured by the Spring M-Step.

Strategy 1:

Mathematics Curriculum and Instructional Alignment - The Mathematics curriculum and teaching materials will be reviewed for alignment with the Michigan K-12 Standards for Mathematics. Curriculum maps will be written for all grade levels using Rubicon Atlas. Teachers will be trained to align instruction with grade level content curriculum maps. Teachers will also be trained to create and use appropriate formative and summative assessments. Instructional staff will be trained to implement strategies including the 8 Common Core Mathematical Practices to design rich mathematical tasks.

Category: Mathematics

Research Cited: Research Cited:ASCD EduCore website - <http://educore.ascd.org>

Research Cited: Common Core Standards Initiative - www.corestandards.org

Research Cited: Evenson, A., McIver, M., Ryan, S. & Schwols, A. (2013) Common Core Standards for Grades K - 2 and 3 - 5 in ELA and Math. Alexandria, VA: ASCD

Research Cited:Kanold, T., Briars, D., Fennel, F. (2012) What Principals Need to Know about Teaching and Learning Mathematics. Bloomington, IN: NAESP/Solution Tree Pr

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Mathematics curriculum will be reviewed for alignment with the Michigan K-12 Standards for Mathematics. Standards will be unpacked by the grade level. Standards and program resources will be published as part of the district curriculum maps. Teachers will utilize and follow the Rubicon Atlas curriculum maps for the Bridges in Mathematics Program (often simply referred to as Bridges).	Professional Learning, Technology	Tier 1	Monitor	08/28/2017	06/14/2019	\$0	Title II Part A	Math council members, all instructional staff

Strategy 2:

Student Engagement - The Mathematics curriculum and resources will be reviewed for high engagement activities. Instructional staff are trained to implement research-based student engagement strategies from resources such as Kagan Cooperative Learning and Classroom Instruction That Works (CITW). Instructional staff will also promote student engagement by providing rich performance tasks and giving students opportunities to set their own goals.

Category: Mathematics

Research Cited: 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

Alexandria, VA ASCD

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

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Tier: Tier 1

Activity - Implementation of Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate Classroom Instruction That Works (CITW) strategies into their Mathematics instruction to increase student engagement and meet their students' learning needs. All of our teachers have been provided CITW training through the Macomb Intermediate School District (MISD).	Direct Instruction	Tier 1	Implement	09/06/2017	06/14/2019	\$0	Title II Part A	Building administrators, teachers
Activity - Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement Kagan Cooperative Learning Strategies.	Professional Learning	Tier 1	Implement	08/28/2017	06/14/2019	\$0	Other	Building administrators, teaching staff

Strategy 3:

Bridges in Mathematics Program - The Bridges in Mathematics Program, often simply referred to as Bridges, is the primary elementary resource for daily math instruction in our district. 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.

Bridges offers a comprehensive standards-based core curriculum as well as innovative supplemental resources. All teaching materials promote strategies that emphasize conceptual understanding, procedural fluency, and problem solving skills through the use of visual models and coherent learning progressions. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Category: Mathematics

Research Cited: Research Cited:

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

Tier: Tier 1

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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 (including NWEA and Bridges assessments) to inform instructional decisions.	Monitor, Implementation, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/14/2019	\$0	Title II Part A	All instructional staff
Activity - Professional Development-Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in the Bridges in Mathematics Program.	Getting Ready, Curriculum Development, Professional Learning	Tier 1	Implement	09/06/2017	06/14/2019	\$0	Title II Part A	All instructional staff
Activity - Coaching-Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Mathematics curricular leaders will provide all instructional staff coaching support for the Bridges in Mathematics Program.	Implementation, Teacher Collaboration	Tier 1	Implement	09/06/2017	06/14/2019	\$0	Title II Part A	All instructional staff
Activity - Grade Level Meetings-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meetings to discuss levels of implementation.	Monitor, Teacher Collaboration	Tier 1	Monitor	09/06/2017	06/14/2019	\$0	Title II Part A	Instructional staff

Strategy 4:

Multi-Tiered System of Support (MTSS) - Mathematics resources and student data will be reviewed for alignment with the Michigan K-12 Standards for Mathematics to implement Bridges interventions.

Category: Mathematics

Tier: Tier 2

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Activity - Implementation of Math MTSS	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	No Funding Required	All instructional staff

Goal 2: All students at Shawnee Elementary School will improve proficiency in reading.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/15/2024 as measured by the Spring 2024 M-Step.

Strategy 1:

A Multi-Tiered System of Support (MTSS) for Reading - The Reading curriculum and resources will be reviewed for alignment with the Michigan K-12 Standards for English Language Arts. Instructional staff will implement various reading strategies and interventions. These strategies will be used across the curriculum. Resources and materials for core reading instruction will be reviewed along with intervention programs for Tier 2 and Tier 3 instruction.

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: Heinemann.

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

Tier: Tier 2

Activity - Implement MTSS Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will purchase materials to implement consistent interventions among grade levels. Progress monitoring tools will ensure all identified at-risk students make adequate progress.	Academic Support Program, Technology	Tier 2	Monitor	09/05/2017	06/14/2019	\$0	General Fund	Building administrators, instructional staff

Activity - Instructional Staff Training on Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional staff members will attend professional development sessions that focus on Reading intervention strategies for differentiating instruction and improving student achievement such as: Journeys small group lessons, iRead, word study and vocabulary.	Professional Learning	Tier 2	Implement	08/28/2017	06/14/2019	\$0	Other	Building administrators, instructional staff
Activity - Instructional Support Reading: At-Risk	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 literacy support to identified at-risk and bilingual students to increase student achievement.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$0	Section 31a	At-risk teaching specialists, building administrators
Activity - School Data Reviews	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 data review meetings, 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, Monitor, Professional Learning, Teacher Collaboration	Tier 2	Implement	09/06/2017	06/14/2019	\$0	Title II Part A	Instructional and ancillary staff, administrators, counselors.

Strategy 2:

Student Engagement - The Reading curriculum and resources will be reviewed for high engagement activities. Instructional staff are trained to implement research-based student engagement strategies from resources such as Kagan Cooperative Learning and Classroom Instruction That Works (CITW). Instructional staff will also promote student engagement by providing rich performance tasks and giving students opportunities to set their own goals.

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 - Implementation of Classroom Instruction That Works	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 and Writing instructional practice to increase student engagement and learning.	Implementation, Direct Instruction	Tier 1	Implement	09/06/2017	06/14/2019	\$0	Title II Part A	Building administrators, instructional staff
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Activity - Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Implement	08/28/2017	06/14/2019	\$0	Title II Part A	Building administrators and instructional staff

Strategy 3:

Journeys Curriculum and Assessment Implementation - Curriculum and assessment will be aligned with the Michigan K-12 Standards for English Language Arts through curriculum mapping and the implementation of the Journeys program. Teachers and support staff have been trained on the implementation of the Journeys program. Teachers will continue to receive training to develop and implement rich performance tasks. Teachers will continue to implement common formative and summative assessments.

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., 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 - 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 Journeys reading and writing assessments for grades K-5.	Getting Ready, Professional Learning, Evaluation	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Title II Part A	All instructional staff

Activity - Direct/Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in core instruction for essential components of the Journeys ELA Curriculum.	Implementation, Direct Instruction	Tier 1	Implement	09/05/2017	06/14/2019	\$0	No Funding Required	All instructional staff

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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 Journeys Program. Instructional staff will continue to implement the strategies in their classrooms to improve student reading achievement.	Curriculum Development, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/14/2019	\$0	Title II Part A	All instructional staff

Goal 3: All students will feel safe and engaged at school.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of positive growth in Practical Living by 06/14/2024 as measured by SWIS Data.

Strategy 1:

Positive Behavior Interventions and Supports (PBIS) - The foundation for creating our positive school culture is our Positive Behavior Interventions and Supports (PBIS) system. PBIS is a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. We recognize students' correct and positive behavior to set the standard and climate at Shawnee. As a staff, we have established Shawnee Stars behavior expectations for all areas of the school: classroom, cafeteria, hallways, playground, bus, and bathrooms. Shawnee students are expected to be safe, respectful and responsible in all areas of the school. Our staff works to teach, model, rehearse, reinforce, and praise students for appropriate behaviors. Implementation roll out 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 participate in professional learning to prepare to implement PBIS. Shawnee 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	\$0	Title II Part A	all staff members

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Activity - Cultural Awareness/Restorative Practices Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in cultural awareness and restorative practices. Staff will learn about the impact and benefits of cultural awareness and restorative practices.	Supplemental Materials, Getting Ready, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/04/2018	06/15/2019	\$0	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 to implement the active shooter response plan.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/15/2019	\$0	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 be trained and implement positive behavior intervention supports.	Implementation, Professional Learning	Tier 1	Implement	09/04/2018	06/15/2019	\$0	Title II Part A	All staff
Activity - SWIS Training	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. Training opportunities will be offered to the necessary staff such as social workers, PBIS coaches and teachers.	Monitor	Tier 1	Monitor	09/04/2018	06/15/2019	\$0	Title II Part A	Designated staff
Activity - PBIS Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data relevant to our PBIS system such as SWIS data, survey data and staff reflections will be analyzed to determine how to best meet students' behavioral needs.	Evaluation	Tier 1	Evaluate	09/04/2018	06/15/2019	\$0	Title II Part A	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
Instructional Staff Training on Interventions	Instructional staff members will attend professional development sessions that focus on Reading intervention strategies for differentiating instruction and improving student achievement such as: Journeys small group lessons, iRead, word study and vocabulary.	Professional Learning	Tier 2	Implement	08/28/2017	06/14/2019	\$0	Building administrators, instructional staff
Implementation of Cooperative Learning Strategies	Instructional staff will implement Kagan Cooperative Learning Strategies.	Professional Learning	Tier 1	Implement	08/28/2017	06/14/2019	\$0	Building administrators, teaching staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Support Reading: At-Risk	Certified teachers, intervention specialists and para-educators will provide instructional literacy support to identified at-risk and bilingual students to increase student achievement.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/14/2019	\$0	At-risk teaching specialists, building administrators

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Curriculum Mapping	The Mathematics curriculum will be reviewed for alignment with the Michigan K-12 Standards for Mathematics. Standards will be unpacked by the grade level. Standards and program resources will be published as part of the district curriculum maps. Teachers will utilize and follow the Rubicon Atlas curriculum maps for the Bridges in Mathematics Program (often simply referred to as Bridges).	Professional Learning, Technology	Tier 1	Monitor	08/28/2017	06/14/2019	\$0	Math council members, all instructional staff
SWIS Training	Designated staff will document and input social, emotional and behavioral data into SWIS. Training opportunities will be offered to the necessary staff such as social workers, PBIS coaches and teachers.	Monitor	Tier 1	Monitor	09/04/2018	06/15/2019	\$0	Designated staff
Implementation of Classroom Instruction That Works	Teachers will implement CITW strategies into their Reading and Writing instructional practice to increase student engagement and learning.	Implementation, Direct Instruction	Tier 1	Implement	09/06/2017	06/14/2019	\$0	Building administrators, instructional staff
Student Data Review	Staff will use student data (including NWEA and Bridges assessments) to inform instructional decisions.	Monitor, Implementation, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/14/2019	\$0	All instructional staff
Assessment Development	Teachers have been trained by the district to utilize Journeys reading and writing assessments for grades K-5.	Getting Ready, Professional Learning, Evaluation	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	All instructional staff
Implementation of Classroom Instruction That Works	Teachers will incorporate Classroom Instruction That Works (CITW) strategies into their Mathematics instruction to increase student engagement and meet their students' learning needs. All of our teachers have been provided CITW training through the Macomb Intermediate School District (MISD).	Direct Instruction	Tier 1	Implement	09/06/2017	06/14/2019	\$0	Building administrators, teachers
Cultural Awareness/Restorative Practices Training	Staff will be trained in cultural awareness and restorative practices. Staff will learn about the impact and benefits of cultural awareness and restorative practices.	Supplemental Materials, Getting Ready, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/04/2018	06/15/2019	\$0	All staff

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PBIS	All staff will be trained and implement positive behavior intervention supports.	Implementation, Professional Learning	Tier 1	Implement	09/04/2018	06/15/2019	\$0	All staff
Continued Journeys Professional Development	K-5 teachers will attend training on the implementation of strategies and curriculum associated with the Journeys Program. Instructional staff will continue to implement the strategies in their classrooms to improve student reading achievement.	Curriculum Development, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/14/2019	\$0	All instructional staff
School Data Reviews	We will conduct three data reviews per school year. During data review meetings, 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, Monitor, Professional Learning, Teacher Collaboration	Tier 2	Implement	09/06/2017	06/14/2019	\$0	Instructional and ancillary staff, administrators, counselors.
Coaching-Opportunity to Implement	District Mathematics curricular leaders will provide all instructional staff coaching support for the Bridges in Mathematics Program.	Implementation, Teacher Collaboration	Tier 1	Implement	09/06/2017	06/14/2019	\$0	All instructional staff
Grade Level Meetings-Monitor	Teachers will use grade level meetings to discuss levels of implementation.	Monitor, Teacher Collaboration	Tier 1	Monitor	09/06/2017	06/14/2019	\$0	Instructional staff
Implementation of Cooperative Learning Strategies	Instructional staff will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Implement	08/28/2017	06/14/2019	\$0	Building administrators and instructional staff
PBIS Training	All staff will participate in professional learning to prepare to implement PBIS. Shawnee 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	\$0	all staff members
PBIS Data	Data relevant to our PBIS system such as SWIS data, survey data and staff reflections will be analyzed to determine how to best meet students' behavioral needs.	Evaluation	Tier 1	Evaluate	09/04/2018	06/15/2019	\$0	All staff

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Professional Development-Knowledge and Skills	Teachers will receive professional development in the Bridges in Mathematics Program.	Getting Ready, Curriculum Development, Professional Learning	Tier 1	Implement	09/06/2017	06/14/2019	\$0	All instructional staff
ALICE Training	All staff will be trained to implement the active shooter response plan.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/15/2019	\$0	All staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct/Core Instruction	Students will be engaged in core instruction for essential components of the Journeys ELA Curriculum.	Implementation, Direct Instruction	Tier 1	Implement	09/05/2017	06/14/2019	\$0	All instructional staff
Implementation of Math MTSS	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

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement MTSS Reading Interventions	The school will purchase materials to implement consistent interventions among grade levels. Progress monitoring tools will ensure all identified at-risk students make adequate progress.	Academic Support Program, Technology	Tier 2	Monitor	09/05/2017	06/14/2019	\$0	Building administrators, instructional staff