

# **TLA SIP 2018-19**

Three Lakes Academy

Three Lakes Academy

Mrs. Susan Pann  
W17540 Main Street  
CURTIS, MI 49820-0159

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## Overview

### Plan Name

TLA SIP 2018-19

### 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 will be proficient in reading.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$0
2	All students will be proficient in writing	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$0
3	All students will be proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$1500
4	All students will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
5	All students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
6	Three Lakes Academy will increase parent involvement	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$600

# Goal 1: All students will be proficient in reading.

## Measurable Objective 1:

84% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring a one or a two in English Language Arts by 06/07/2019 as measured by M-STEP and NWEA.

## Strategy 1:

Tier 1: Reading Workshop - All teachers will implement Calkins' Reading Workshop utilizing Making Meaning curriculum.

Category: English/Language Arts

Research Cited: Duke, N. K. & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Firetrap & S. J. Samuels (Eds.), What research has to say about reading instruction (3rd. ed., pp. 205-242). Newark, DE: International Reading Association.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet twice each month; at each meeting, participants will follow the Data Dialogue or use an Instructional Learning Cycle to monitor and evaluate both adult fidelity of implementation and student impact.	Professional Learning	Tier 1	Monitor	09/03/2013	06/07/2019	\$0	No Funding Required	all teaching staff

Activity - Reading Logs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly, teachers send home reading logs with appropriate goals for each student; these logs are to be returned at the end of the month. Reminders also go out in other classroom communications. Learning targets for the lists are altered according to class focus; logs encourage parents to read to and with their children.	Parent Involvement	Tier 1	Implement	09/03/2013	06/07/2019	\$0	No Funding Required	all teaching staff

Activity - One-on-One Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students receive one-on-one support from the caring adult assigned through the Superintendent's Dropout Challenge; various academic strategies are chosen based on individual student needs.	Academic Support Program	Tier 1	Implement	09/03/2013	06/07/2019	\$0	No Funding Required	Caring adults assigned to student throughout the Dropout Challenge. All staff must participate.
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Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using instructional strategies to teach positive decision making (PBIS)	Behavioral Support Program	Tier 1	Evaluate	01/02/2013	06/07/2019	\$0	No Funding Required	All staff

Activity - AIMSweb Reading Test Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will administer AIMSwebs Reading tests three times yearly to assess and progress monitor student learning.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/07/2019	\$0	No Funding Required	All staff will be trained.

Activity - Reading Workshop in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Workshop has students practice reading strategies at their individual reading levels. Strategies are modeled, students practice in pairs, and then they try them individually. Teachers conference with individual students weekly to gauge progress and decide mini lesson topics.	Curriculum Development	Tier 1	Monitor	09/03/2013	06/07/2019	\$0	No Funding Required	All staff is responsible

**Strategy 2:**

Tier 2, 3: SIMS - Special Ed teacher and Title Teacher will be trained in use of appropriate SIMS strategies, and will implement said strategies with fidelity.

Category: English/Language Arts

Research Cited: Deshler, D.D., & Tollefson, J.M. (2006). Strategic interventions: A research-validated instructional model that makes adolescent literacy a schoolwide priority. *The School Administrator*, 63(4), 24-29.

Tier: Tier 2

Activity - SIMS in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Special Education and Title I Teacher will utilize specific SIMS strategies, such as graphic organizers to provide intervention support for underperforming students in reading.	Direct Instruction	Tier 2	Implement	09/07/2015	06/07/2019	\$0	No Funding Required	The Title I and Special Education Teacher are responsible .
<b>Activity - SIMS Evaluation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Special Education teacher and Title I Teacher will use SIMS graphic organizers and other strategies and products to monitor student improvement in reading over time. Artifacts collected in the beginning of the year will be used as a baseline, and improvements made throughout the year will be gauged on student growth above or beyond the baseline.	Policy and Process	Tier 3	Evaluate	09/07/2015	06/07/2019	\$0	No Funding Required	The Special Education and Title I teachers are responsible .
<b>Activity - Professional Learning Communities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Professional Learning Communities will meet twice monthly to monitor SIMS Formative Assessment Data.	Professional Learning	Tier 1	Monitor	09/07/2015	06/07/2019	\$0	No Funding Required	The Title I teacher and Special Education teacher are responsible .

## Goal 2: All students will be proficient in writing

### Measurable Objective 1:

84% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency scoring one or two in English Language Arts by 06/07/2019 as measured by M-STEP and GLAD Writing.

### Strategy 1:

6+1 Traits - All staff will implement 6+1 Traits language for descriptive feedback throughout the writing process.

Category: English/Language Arts

Research Cited: Graham, S., and Perin, D. (2007a). A meta-analysis of writing instruction for adolescent students. Journal of Educational Psychology, 99(3), 445–476.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet twice each month; at each meeting, participants will follow the Data Dialogue or use an Instructional Learning Cycle to monitor and evaluate both adult fidelity of implementation and student impact.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	No Funding Required	All teachers
Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6+1 Traits will be featured in various communications to parents including newsletters, email, and/or family night. A variety of materials have already been developed.	Parent Involvement			09/03/2013	06/08/2018	\$0	No Funding Required	All teachers are responsible.
Activity - Group Scoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide student writing samples to be scored during PLCs at appropriate intervals throughout the year, both to monitor adult implementation of Traits language for assessment, and also to evaluate increase in student proficiency. A common rubric will be used for all scoring sessions, also checking on adult scoring alignment.	Teacher Collaboration	Tier 1	Monitor	09/03/2013	06/07/2019	\$0	No Funding Required	All teaching staff
Activity - Use actionable, descriptive language for feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use actionable, descriptive language for feedback to impact student writing.	Direct Instruction	Tier 1	Getting Ready	09/07/2013	06/07/2019	\$0	No Funding Required	All staff is responsible.

**Strategy 2:**

Writing Workshop - Teachers will implement with fidelity writing workshop.

Category: English/Language Arts

Research Cited: Grothe, S. (2006). Effects of writer's workshop on elementary students with special needs. M.S. dissertation, Southwest Minnesota State University, United States – Minnesota.

Tier: Tier 1

Activity - Writing Workshop in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



Writing Workshop uses mini lessons, modeling, writing in pairs, and individual writing to teach writing strategies. Teachers conference with students individually weekly to address areas of improvement and decide mini lesson topics.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/07/2019	\$0	No Funding Required	All staff is responsible
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Activity - Writing Workshop Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor implementation of Writing Workshop in the classroom through lesson plans, walk-throughs, and teacher observations.  Teachers will monitor the effectiveness of Writing Workshop through conference logs collected from weekly conferences with individual students.	Walkthrough	Tier 1	Monitor	09/03/2013	06/07/2019	\$0	No Funding Required	Administration and all staff are responsible

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet twice monthly in Professional Learning Communities to monitor Writing Workshop strategies using the Instructional Learning Cycle.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2019	\$0	No Funding Required	All staff is responsible

**Strategy 3:**

Tier 2, 3: SIMS - Special Ed teacher and Title Teacher will be trained in use of appropriate SIMS strategies, and will implement said strategies with fidelity.

Category: English/Language Arts

Research Cited: Deshler, D.D., & Tollefson, J.M. (2006). Strategic interventions: A research-validated instructional model that makes adolescent literacy a schoolwide priority. *The School Administrator*, 63(4), 24-29.

Tier: Tier 3

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two lead teachers will analyze data (DIBELS, DRA, AIMSWEB, GLAD, NWEA) and select target areas; using these targets, appropriate SIMS strategies will be selected.	Professional Learning	Tier 2	Getting Ready	06/03/2016	06/07/2019	\$0	No Funding Required	Lead teachers will be responsible

Activity - SIMS in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Special Education and Title I Teacher will utilize specific SIMS strategies, such as graphic organizers to provide intervention support for underperforming students in reading.	Direct Instruction			09/06/2016	06/08/2018	\$0	No Funding Required	The Special Education and Title I Teacher are responsible.
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Activity - SIMS Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Special Education teacher and Title I Teacher will use SIMS graphic organizers and other strategies and products to monitor student improvement in writing over time. Artifacts collected in the beginning of the year will be used as a baseline, and improvements made throughout the year will be gauged on student growth above or beyond the baseline.	Teacher Collaboration	Tier 3	Evaluate	09/06/2016	06/07/2019	\$0	No Funding Required	The Special Education teacher and Title I Teacher are responsible.

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities will meet twice monthly to monitor SIMS Formative Assessment Data using the Instructional Learning Cycle.	Professional Learning	Tier 2	Getting Ready	09/07/2015	06/07/2019	\$0	No Funding Required	The Title I Teacher and Special Education Teacher are responsible.

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

**Measurable Objective 1:**

84% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency score a one or two in Mathematics by 06/07/2019 as measured by M-STEP, NWEA and AIMSweb.

**Strategy 1:**

Everyday Math - All teachers will implement the program with fidelity, including adapting to the Common Core Everyday Math curriculum.

Category: Mathematics

Research Cited: Institute of Education Sciences, U.S. Department of Education. (2006). What Works Clearinghouse

Intervention Report Elementary School Math. Washington, DC: Author.

The What Works Clearinghouse review of elementary school mathematics curriculum-based programs addresses student outcomes in mathematics achievement. Everyday Mathematics was found to have potentially positive effects on students' mathematics achievement. Available online at: <http://www.whatworks.ed.gov/Topic.asp?tid=04&ReturnPage=default.asp>

Tier: Tier 1

Activity - Everyday Math PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained by ISD. Teachers will gain knowledge of how to utilize the program effectively to maximize student learning.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$1500	Other	All teaching staff.
Activity - Unit Newsletters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will send newsletters from Everyday Math previewing upcoming content and providing strategies for improvement upon the completion of each unit.	Parent Involvement	Tier 1	Monitor	08/26/2013	06/07/2019	\$0	No Funding Required	All staff are responsible.
Activity - Everyday Math in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Everyday Math begins with a math message and mental math problems. The next part of the lesson involves whole group instruction. Then, students work in partnerships, play a game, and then work individually.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	No Funding Required	All staff are responsible.
Activity - Everyday Math Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will monitor implementation of Everyday Math in classrooms through lesson plans, walk-throughs, and teacher observations.  Classroom teachers will use classroom assessments and student self-assessments to monitor student improvement and growth in math content knowledge and skills.	Walkthrough	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	No Funding Required	Administrator and classroom teachers are responsible.
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All staff will participate in Professional Learning Communities to progress monitor skills and strategies used in Everyday Math.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	No Funding Required	All math teachers are responsible.
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## Goal 4: All students will be proficient in social studies.

### Measurable Objective 1:

84% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring a one or two in Social Studies by 06/07/2019 as measured by M-STEP and classroom assessments.

### Strategy 1:

Reading Workshop - All teachers will implement Calkins' Reading Workshop utilizing Social Studies texts to address student's deficits in expository texts.

Category: Social Studies

Research Cited: Duke, N. K. & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Firetrap & S. J. Samuels (Eds.), What research has to say about reading instruction (3rd. ed., pp. 205-242). Newark, DE: International Reading Association.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will be built around non-fiction reading strategies focusing on Reading Workshop content and the MC3 Social Studies tradebooks.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	No Funding Required	All teachers

Activity - M-STEP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
M-STEP Assessments given each spring will progress monitor student social studies scores.	Other - Assessment	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	No Funding Required	All staff is responsible.

Activity - Reading Workshop in the Social Studies Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Workshop has students practice reading strategies at their individual reading levels. Strategies are modeled, students practice in pairs, and then they try them individually. Teachers conference with individual students weekly to gauge progress and decide mini lesson topics.	Direct Instruction	Tier 1	Implement	09/06/2016	06/07/2019	\$0	No Funding Required	All staff are responsible.

## Goal 5: All students will be proficient in science.

### Measurable Objective 1:

84% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring a one or a two in Science by 06/07/2019 as measured by M-STEP and classroom assessments.

### Strategy 1:

Reading Workshop - All teachers will implement Calkins' Reading Workshop utilizing Making Meaning to address student deficits in reading.

Category: Science

Research Cited: Duke, N. K. & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Firetrap & S. J. Samuels (Eds.), What research has to say about reading instruction (3rd. ed., pp. 205-242). Newark, DE: International Reading Association.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will be built around non-fiction reading strategies focusing on Reading Workshop content.	Professional Learning	Tier 1	Monitor	08/10/2013	06/07/2019	\$0	No Funding Required	All staff is responsible.

Activity - Reading Workshop in the Science Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Workshop has students practice reading strategies at their individual reading levels. Strategies are modeled, students practice in pairs, and then they try them individually. Teachers conference with individual students weekly to gauge progress and decide mini lesson topics.	Direct Instruction			09/03/2013	06/07/2019	\$0	No Funding Required	All staff is responsible.

### Strategy 2:

Science Inquiry - All teachers, K-7 will be teaching using a common science curriculum that is aligned to Michigan state standards and gives students the opportunity to engage in all four strands of science proficiency.

Classroom teachers are provided kits with all the materials for an engaging and hands-on science classroom. Teachers will also receive professional development to go along with the kits.

Category:

Research Cited: "The BCAMSC has targeted a group of underachieving schools for intensive interventions for the past five years. Prior to their interventions, the percent of students reaching proficiency levels was 51% of the state average. Percent proficient is currently at 90% of the state average." -Michigan Mathematics and Science Network Final Report, 2006

Tier:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will be built around elements of the Battle Creek Science curriculum and used to monitor both student impact data and fidelity of implementation.	Professional Learning		Monitor	01/05/2015	06/07/2019	\$0	No Funding Required	All teaching staff is responsible.

Activity - Battle Creek Science in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will implement each component of the Battle Creek Science Curriculum and teach the appropriate grade level standards.	Direct Instruction		Implement	09/02/2014	06/07/2019	\$0	No Funding Required	All science teachers are responsible.

## Goal 6: Three Lakes Academy will increase parent involvement

### Measurable Objective 1:

collaborate to increase parental involvement by 06/07/2019 as measured by at least 10% of parent attendance at school functions and parent satisfaction on surveys sent out twice a year.

### Strategy 1:

Joyce Epstein Model for Parent Involvement - Two lead teachers will attend Epstein trainer training. They will then train staff on implementation to improve parent involvement. The Epstein Model will be progress monitored using Professional Learning Communities and the Instructional Learning Cycle.

Category:

Research Cited: The Michigan Department of Education states, "Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers" (2002).

Tier:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will participate in Professional Learning Communities to progress monitor the effectiveness of the Epstein Model for Parent Involvement.	Professional Learning		Monitor	01/04/2016	06/07/2019	\$0	No Funding Required	All teaching staff is responsible for this activity.
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**Strategy 2:**

Parent and Community Nights - Three Lakes Academy will provide increased incentives to encourage attendance at school functions. Staff will utilize the Epstein Framework to increase parent involvement in the areas Epstein specifies. Staff will personalize parent nights to educate them on the topics that they specify in the survey given at the beginning of the school year.

Category:

Research Cited: The benefits for students when parents are actively involved in schools include: higher grades and test scores, better attendance and more homework completed, fewer placements in special education, more positive attitudes and behaviors, higher graduation rates, greater enrollment in post-secondary education (Clark, R., 1993; Griffith, J., 1996; Dauber, S.L. & Epstein J.L., 1993).

Tier:

Activity - Incentives for parent night attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Costs associated with parental involvement activities. District will host two family nights (\$100 for snacks, \$500 for take home learning materials).	Materials		Implement	10/22/2015	06/07/2019	\$600	Other	The administrator is responsible for ordering materials.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AIMSweb Reading Test Administration	All staff will administer AIMSwebs Reading tests three times yearly to assess and progress monitor student learning.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/07/2019	\$0	All staff will be trained.
PBIS	Using instructional strategies to teach positive decision making (PBIS)	Behavioral Support Program	Tier 1	Evaluate	01/02/2013	06/07/2019	\$0	All staff
Data Analysis	Two lead teachers will analyze data (DIBELS, DRA, AIMSWEB, GLAD, NWEA) and select target areas; using these targets, appropriate SIMS strategies will be selected.	Professional Learning	Tier 2	Getting Ready	06/03/2016	06/07/2019	\$0	Lead teachers will be responsible.
Professional Learning Communities	Professional Learning Communities will meet twice monthly to monitor SIMS Formative Assessment Data using the Instructional Learning Cycle.	Professional Learning	Tier 2	Getting Ready	09/07/2015	06/07/2019	\$0	The Title I Teacher and Special Education Teacher are responsible.
Everyday Math in the Classroom	Everyday Math begins with a math message and mental math problems. The next part of the lesson involves whole group instruction. Then, students work in partnerships, play a game, and then work individually.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	All staff are responsible.
Professional Learning Communities	Teachers will meet twice monthly in Professional Learning Communities to monitor Writing Workshop strategies using the Instructional Learning Cycle.	Professional Learning	Tier 1	Monitor	09/02/2014	06/07/2019	\$0	All staff is responsible.
SIMS in the classroom	The Special Education and Title I Teacher will utilize specific SIMS strategies, such as graphic organizers to provide intervention support for underperforming students in reading.	Direct Instruction	Tier 2	Implement	09/07/2015	06/07/2019	\$0	The Title I and Special Education Teacher are responsible.



Everyday Math Evaluation	Administrator will monitor implementation of Everyday Math in classrooms through lesson plans, walk-throughs, and teacher observations.  Classroom teachers will use classroom assessments and student self-assessments to monitor student improvement and growth in math content knowledge and skills.	Walkthrough	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	Administrator and classroom teachers are responsible.
Reading Logs	Monthly, teachers send home reading logs with appropriate goals for each student; these logs are to be returned at the end of the month. Reminders also go out in other classroom communications. Learning targets for the lists are altered according to class focus; logs encourage parents to read to and with their children.	Parent Involvement	Tier 1	Implement	09/03/2013	06/07/2019	\$0	all teaching staff
Battle Creek Science in the Classroom	All science teachers will implement each component of the Battle Creek Science Curriculum and teach the appropriate grade level standards.	Direct Instruction		Implement	09/02/2014	06/07/2019	\$0	All science teachers are responsible.
SIMS Evaluation	The Special Education teacher and Title I Teacher will use SIMS graphic organizers and other strategies and products to monitor student improvement in writing over time. Artifacts collected in the beginning of the year will be used as a baseline, and improvements made throughout the year will be gauged on student growth above or beyond the baseline.	Teacher Collaboration	Tier 3	Evaluate	09/06/2016	06/07/2019	\$0	The Special Education teacher and Title I Teacher are responsible.
M-STEP Testing	M-STEP Assessments given each spring will progress monitor student social studies scores.	Other - Assessment	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	All staff is responsible.
Reading Workshop in the Science Classroom	Reading Workshop has students practice reading strategies at their individual reading levels. Strategies are modeled, students practice in pairs, and then they try them individually. Teachers conference with individual students weekly to gauge progress and decide mini lesson topics.	Direct Instruction			09/03/2013	06/07/2019	\$0	All staff is responsible.
Professional Learning Communities	Professional Learning Communities will meet twice monthly to monitor SIMS Formative Assessment Data.	Professional Learning	Tier 1	Monitor	09/07/2015	06/07/2019	\$0	The Title I teacher and Special Education teacher are responsible.
Writing Workshop in the Classroom	Writing Workshop uses mini lessons, modeling, writing in pairs, and individual writing to teach writing strategies. Teachers conference with students individually weekly to address areas of improvement and decide mini lesson topics.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/07/2019	\$0	All staff is responsible.

SIMS Evaluation	The Special Education teacher and Title I Teacher will use SIMS graphic organizers and other strategies and products to monitor student improvement in reading over time. Artifacts collected in the beginning of the year will be used as a baseline, and improvements made throughout the year will be gauged on student growth above or beyond the baseline.	Policy and Process	Tier 3	Evaluate	09/07/2015	06/07/2019	\$0	The Special Education and Title I teachers are responsible.
Reading Workshop in the Social Studies Classroom	Reading Workshop has students practice reading strategies at their individual reading levels. Strategies are modeled, students practice in pairs, and then they try them individually. Teachers conference with individual students weekly to gauge progress and decide mini lesson topics.	Direct Instruction	Tier 1	Implement	09/06/2016	06/07/2019	\$0	All staff are responsible.
Parent Communication	6+1 Traits will be featured in various communications to parents including newsletters, email, and/or family night. A variety of materials have already been developed.	Parent Involvement			09/03/2013	06/08/2018	\$0	All teachers are responsible.
Professional Learning Communities	PLC's will be built around non-fiction reading strategies focusing on Reading Workshop content.	Professional Learning	Tier 1	Monitor	08/10/2013	06/07/2019	\$0	All staff is responsible.
Use actionable, descriptive language for feedback	All teachers will use actionable, descriptive language for feedback to impact student writing.	Direct Instruction	Tier 1	Getting Ready	09/07/2013	06/07/2019	\$0	All staff is responsible.
Professional Learning Communities	All staff will participate in Professional Learning Communities to progress monitor the effectiveness of the Epstein Model for Parent Involvement.	Professional Learning		Monitor	01/04/2016	06/07/2019	\$0	All teaching staff is responsible for this activity.
PLC	PLC's will be built around non-fiction reading strategies focusing on Reading Workshop content and the MC3 Social Studies tradebooks.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	All teachers
Professional Learning Communities	All staff will participate in Professional Learning Communities to progress monitor skills and strategies used in Everyday Math.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	All math teachers are responsible.
One-on-One Mentoring	Students receive one-on-one support from the caring adult assigned through the Superintendent's Dropout Challenge; various academic strategies are chosen based on individual student needs.	Academic Support Program	Tier 1	Implement	09/03/2013	06/07/2019	\$0	Caring adults assigned to student throughout the Dropout Challenge. All staff must participate.

Group Scoring	Teachers will provide student writing samples to be scored during PLCs at appropriate intervals throughout the year, both to monitor adult implementation of Traits language for assessment, and also to evaluate increase in student proficiency. A common rubric will be used for all scoring sessions, also checking on adult scoring alignment.	Teacher Collaboration	Tier 1	Monitor	09/03/2013	06/07/2019	\$0	All teaching staff
Writing Workshop Evaluation	Administration will monitor implementation of Writing Workshop in the classroom through lesson plans, walk-throughs, and teacher observations.  Teachers will monitor the effectiveness of Writing Workshop through conference logs collected from weekly conferences with individual students.	Walkthrough	Tier 1	Monitor	09/03/2013	06/07/2019	\$0	Administration and all staff are responsible.
Professional Learning Communities	PLC's will be built around elements of the Battle Creek Science curriculum and used to monitor both student impact data and fidelity of implementation.	Professional Learning		Monitor	01/05/2015	06/07/2019	\$0	All teaching staff is responsible.
Reading Workshop in the Classroom	Reading Workshop has students practice reading strategies at their individual reading levels. Strategies are modeled, students practice in pairs, and then they try them individually. Teachers conference with individual students weekly to gauge progress and decide mini lesson topics.	Curriculum Development	Tier 1	Monitor	09/03/2013	06/07/2019	\$0	All staff is responsible.
Unit Newsletters	Teachers will send newsletters from Everyday Math previewing upcoming content and providing strategies for improvement upon the completion of each unit.	Parent Involvement	Tier 1	Monitor	08/26/2013	06/07/2019	\$0	All staff are responsible.
SIMS in the classroom	The Special Education and Title I Teacher will utilize specific SIMS strategies, such as graphic organizers to provide intervention support for underperforming students in reading.	Direct Instruction			09/06/2016	06/08/2018	\$0	The Special Education and Title I Teacher are responsible.
PLC	PLCs will meet twice each month; at each meeting, participants will follow the Data Dialogue or use an Instructional Learning Cycle to monitor and evaluate both adult fidelity of implementation and student impact.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	All teachers
Professional Learning Communities	PLCs will meet twice each month; at each meeting, participants will follow the Data Dialogue or use an Instructional Learning Cycle to monitor and evaluate both adult fidelity of implementation and student impact.	Professional Learning	Tier 1	Monitor	09/03/2013	06/07/2019	\$0	all teaching staff

**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentives for parent night attendance	Costs associated with parental involvement activities. District will host two family nights (\$100 for snacks, \$500 for take home learning materials).	Materials		Implement	10/22/2015	06/07/2019	\$600	The administrator or is responsible for ordering materials.
Everyday Math PD	Teachers will be trained by ISD. Teachers will gain knowledge of how to utilize the program effectively to maximize student learning.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$1500	All teaching staff.