

# **Myers 19-20 SIP**

Myers Elementary School

Taylor School District

16201 Lauren St  
Taylor, MI 48180-4854

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## **Overview**

### **Plan Name**

Myers 19-20 SIP

### **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 Myers Elementary will become proficient in Math.	Objectives: 1 Strategies: 5 Activities: 15	Academic	\$316272
2	All students at Myers Elementary School will become proficient in Science.	Objectives: 1 Strategies: 6 Activities: 12	Academic	\$188000
3	All students at Myers Elementary will become proficient in Social Studies.	Objectives: 1 Strategies: 6 Activities: 17	Academic	\$194000
4	All students at Myers Elementary will become proficient in English Language Arts.	Objectives: 1 Strategies: 5 Activities: 14	Academic	\$188000
5	All stakeholders at Myers Elementary will demonstrate a knowledge of expectations in Climate and Culture.	Objectives: 1 Strategies: 6 Activities: 14	Organizational	\$22000

## Goal 1: All students at Myers Elementary will become proficient in Math.

### Measurable Objective 1:

30% of Kindergarten, First, Second, Third, Fourth and Fifth 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 in Math in Mathematics by 06/12/2020 as measured by District Assessments .

### Strategy 1:

Professional Development - Utilizing data generated from I-READY Reports, all staff will be given opportunities to attend professional development on researched based best practices to implement strategies for all students who are struggling in Everyday Mathematics . The district will implement the Plan Teach Debrief Coaching Model to increase teacher efficacy. Flexible scheduling and Lane Change opportunities will be provided to include enrichment and intervention. Myers will also request a Math Interventionist and ATA's to help strengthen math skills.

Category: Mathematics

Research Cited: West, Lucy and Cameron, Antonia, Agents of Change. Portsmouth, NH: Heinemann, 2013. West and Antonio say, "Content coaching is a process that is designed to cultivate rigorous, collaborative, professional

learning habits among adults. We have found that when we challenge ourselves to learn—to question, to reflect, to refine our thinking—these habits are mirrored in classrooms. Our expectations for ourselves become our expectations for our students."

Professional Development To Student Learning Gains. Holloway, John H.

Science Educator: Spring 2006: 15, 1. ProQuest: 37-42.

Holloway writes that professional development that is connected to student academic goals is meaningful to teachers. He has found that research-based and thoughtfully planned out professional development can lead to student gains. Schools that carefully research and plan out their professional development based on student need tend to be the most successful in increasing student achievement.

Cain, L. M. (2007). The impact of resource allocation on professional development for the improvement of teaching and student learning within a site-based managed elementary school: A case study. University of Southern California). ProQuest Dissertations and These: 3-58.

Cain writes that teacher effectiveness above all else is the most important factor in determining how students perform in the classroom. Effective professional development programs allow for teachers to gain knowledge to better prepare their students for real world situations. Professional development programs need to be aligned with the vision for the school or district so that the information is never applied. They also need to be well planned out and research-based with fiscal resources depleting year after year.

Tier: Tier 1

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Activity - School Improvement Team Professional Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend 4 Professional Development sessions as a leadership group on topics including but not limited to leadership, Common Core, Best Practices, Children of Poverty, Reading, Writing, Social Studies, Science, and Climate and Culture. Information shared and learned will be brought back to the staff and shared. In addition to the above, the district will provide an Instructional Coach for the building and PD sub to participate in the train the trainer model. Myers will begin Lane Changes to for intentional instruction and intervention support.	Parent Involvement, Supplemental Materials, Getting Ready, Academic Support Program, Implementation, Field Trip, Communication, Materials, Behavioral Support Program, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	09/02/2019	06/12/2020	\$80000	Title I Schoolwide, Title II Part A	The district will provide Coaching and PD support. The School Improvement Team and Teachers will identify support groups. The Principal will ensure Lane Changes are implemented with fidelity.
Activity - Plan/Teach/Debrief Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Improvement Coach collaborates with teachers on research-based instructional strategies that engage all students in the classroom.	Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2018	06/30/2020	\$0	Title I Part A	District and Building Leadership
Activity - Building Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The Building Improvement Coach will facilitate the professional development of teachers through the Plan/Teach/Debrief model. The Building Improvement Coach will also collaborate with colleagues and school administrators to plan professional learning that is team-based, job embedded, sustained over time, aligned with content standards and linked to school/district goals. The Building Improvement Coach will also provide support to staff with analyzing student data (both formative and summative) and assisting teachers with designing instructional decisions based on assessment data. District funding.</p>	<p>Academic Support Program, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Classroom teachers, principal, school improvement coordinator s</p>
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**Strategy 2:**

Differentiated Instruction - All staff will work with the Instructional Coach to implement the plan, teach, debrief coaching model. This will provide opportunities for staff to provide differentiated instruction best practices when teaching. The above initiative will increase academic performance and contribute to the Multi Tiered System of Supports. The team will implement Response to Intervention supports and Instructional Learning Cycles.

Category: Learning Support Systems

Research Cited: West, Lucy and Cameron, Antonia, Agents of Change. Portsmouth, NH: Heinemann, 2013. West and Cameron say, "Content coaching is a process that is designed to cultivate rigorous, collaborative, professional learning habits among adults. We have found that when we challenge ourselves to learn—to question, to reflect, to refine our thinking—these habits are mirrored in classrooms. Our expectations for ourselves become our expectations for our students."

T., Roy T., Sims, J., Marzano, R. & Warrick, P. Coaching Classroom Instruction. Bloomington, IN : 2013

Buffum, Austin; Mattos, Mike; and Weber, Chris. Pyramid Response to Intervention. Bloomington: Solution Tree Press, 2009, 74-76.

How do we differentiate instruction? How do we get results--and measure them in terms of student achievement? The authors of Pyramid Response to Intervention answer these and other questions by focusing on student learning. By (1) setting goals, (2) working collaboratively, and (3) keeping track of student-achievement data from many sources, teachers and administrators can surpass the community's expectations and facilitate great improvements in student learning.

Tomlinson, Carol Ann and Imbeau, Marcia B. Leading and Managing A Differentiated Classroom. Alexandria: ASCD, 2010, 18-22.

How do we differentiate instruction? The authors of Leading and Managing A Differentiated Classroom. This book tackles the issue of how to address student differences thoughtfully and proactively. The book focuses on what it means for a teacher to effectively lead a differentiated classroom.

Tier: Tier 1

Activity - Math Software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will utilize technology such as individual desk tops, IPADS, Chromebooks or Clever Touch to participate in targeted interactive instruction for intervention and enrichment purposes. The various software and websites to be utilized are: gfletchy.com, Math Playground, Fun Brain Junior, Moby Max and SIS 4 Teachers.	Technology	Tier 2	Implement	09/04/2018	06/14/2019	\$1772	Section 31a	The principal and entire staff will be responsible for implementing the activities.
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Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive direct instruction based on their individual needs in a small group setting. Teachers will adjust their instruction to meet the needs of individual students in small groups.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/04/2018	06/30/2020	\$0	No Funding Required	classroom teacher, instructional coach, principal

**Strategy 3:**

Technology - Team members will participate in professional development activities on utilizing technology in meaningful and measurable ways. Staff will obtain support via the Coaching Model to build upon their skills.

Category: Technology

Research Cited: Judson, Eugene. "Improving technology literacy: does it open doors to traditional content?" Educational Technology and Research Development (2010) 58: 271-284.

Judson addresses the connection between technology literacy and traditional content. If students are technologically literate, than their achievement will increase due to a higher level of self-confidence that is gained when successfully using the technology. According to Judson, often times technology is the door to increasing student performance.

Taylor, F. P. (2004). Education technology helps unite school communities, improve academic achievement. T.H.E. Journal, 31(10), 46-46, 48.

Taylor addresses that current advances in technology help teachers complete tasks quicker and allow them to be more available to their students. Teachers can discover what students have learned and what they still need to find out with the help of technology. Technology is redefining relationships within the school community. Schools using technology are seeing greater gains in student academic achievement as a result.

Tier: Tier 1

Activity - Supplemental Computer Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in supplemental programs to help build achievement in all core areas. Programs include, but are not limited to: Raz Kids, Reading Eggs, Flocabulary, Spelling City, Moby Max, and Brain Pop.	Academic Support Program, Supplemental Materials, Technology	Tier 1		09/04/2018	06/30/2020	\$0	Section 31a	classroom teachers, principal
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Activity - Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Chromebooks for word processing, research, learning games, collaboration, etc to enhance their learning.	Academic Support Program, Technology	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Section 31a	classroom teachers, principal

**Strategy 4:**

Best Practices and Curriruclum - All instructional staff will reinforce reading strategies to support math objectives.

Category: Mathematics

Research Cited: University of Chicago Press Journals; study: Supplemental reading programs work better when aligned with core curricula. (2012). NewsRx Science, 12.

The study focuses on how supplemental reading programs work best when they are aligned with the core reading curriculum. This requires collaboration between classroom teachers to best meet the needs of their students. Supplemental reading programs can be extremely effective when they go hand and hand with the scope and sequence of the core reading program and aren't so "top heavy".

Beal, C. R., Adams, N. M. & Cohen, P. R. (2010). Reading proficiency and mathematics problem solving by high school English language learners. Urban Education, 45, 58–75.

Tier: Tier 1

Activity - Enrichment and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data derived from the I-READY Assessment, students will be involved in intervention and enrichment activities, implemented by all staff through daily routines and the Lane Change process.	Academic Support Program, Evaluation, Monitor	Tier 1	Implement	09/04/2018	06/30/2020	\$26000	Title I School Improvement (ISI)	Principal, Classroom Teachers and Staff are responsible for various activities.

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Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work directly with building instructional coach to build teacher efficacy and strengthen classroom instruction.	Academic Support Program, Behavioral Support Program, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Title I Part A	Building Instructional coach, classroom teacher, principal, school improvement coordinator s

**Strategy 5:**

Supplemental Staff - Supplemental staff will be utilized to improve student achievement in the area of mathematics. A Math Interventionist will work with all at-risk students to increase math skills.

Category: Mathematics

Research Cited: Tomlinson, Carol Ann and Imbeau, Marcia B. Leading and Managing A Differentiated Classroom. Alexandria: ASCD, 2010, 66-68.

Tomlinson and Imbeau focus on the positive impact supplemental staff can provide teachers for their students. They discuss how having another colleague work with the same group of students is a benefit that leads to taking action to improve student achievement.

Tier: Tier 2

Activity - Academic Teaching Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Teaching Assistants will be highly qualified and will work under the supervision of a highly qualified teacher. ATA's will work directly with students to increase achievement in the core subjects.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$12000	Title I Schoolwide	Principal will hire and monitor data collected from ATA services rendered.

Activity - Behavioral Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Working with PBIS and supporting Tier 2 and Tier 3 students with Social Worker support.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$15750	Section 31a	The Principal will be responsible for this activity
<b>Activity - Reading/ELA Interventionist</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>
Reading/ELA/LLI Interventionist will work with all at-risk students to improve areas of concerns across the curriculum.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$15750	Title I Schoolwide	Principal will be responsible for this activity
<b>Activity - Building Improvement Coach</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 Building Improvement Coach will facilitate the development of teachers through the Plan/Teach/Debrief model. The Building Improvement Coach will also collaborate with colleagues and building administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district goals. The Building Improvement Coach will also provide support to staff with analyzing student data (both formative and summative), and assisting teachers with designing instructional decisions based on assessment data.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/30/2020	\$120000	Title I Part A	District and Building Leadership
<b>Activity - Professional Development Sub</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 professional development sub makes use of instructional procedures and materials which are most suitable for attaining lesson goals, which allows the teacher to receive professional development.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$23000	Title II Part A	District and building leadership
<b>Activity - Positive School Climate/Culture Liaison</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>

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Positive School Climate/Culture Liaison will work in collaboration with leadership and staff to coordinate and maintain systems to ensure a positive school climate for all members of the school community.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/30/2020	\$22000	Title I Part A	Building leadership
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**Goal 2: All students at Myers Elementary School will become proficient in Science.****Measurable Objective 1:**

10% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency Science in Science by 06/12/2020 as measured by State Assessment and District Assessments .

**Strategy 1:**

Technology in Science - Staff members will utilize technology to improve student achievement in Science.

Category: Science

Research Cited: Judson, Eugene. "Improving technology literacy: does it open doors to traditional content?" Educational Technology and Research Development (2010) 58: 271-284.

Judson addresses the connection between technology literacy and traditional content. If students are technologically literate, than their achievement will increase due to a higher level of self-confidence that is gained when successfully using the technology. According to Judson, often times technology is the door to increasing student performance.

Taylor, F. P. (2004). Education technology helps unite school communities, improve academic achievement. T.H.E. Journal, 31(10), 46-46, 48.

Taylor addresses that current advances in technology help teachers complete tasks quicker and allow them to be more available to their students. Teachers can discover what students have learned and what they still need to find out with the help of technology. Technology is redefining relationships within the school community. Schools using technology are seeing greater gains in student academic achievement as a result.

Tier: Tier 2

Activity - Research Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will deepen their understanding of science concepts through technology when researching for class projects.	Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/30/2020	\$0	No Funding Required	Classroom teachers will be responsible for providing students the necessary time and computers to complete their research.
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**Strategy 2:**

Differentiated Instruction - All staff will provide opportunities for differentiated instruction to improve academic performance. Teachers will provide whole group and small group instruction to ensure opportunities for differentiated instruction. Also, all students in grades K-5 will participate in a Science Fair.

Category: Science

Research Cited: Buffum, Austin; Mattos, Mike; and Weber, Chris. Pyramid Response to Intervention. Bloomington: Solution Tree Press, 2009, 74-76.

How do we differentiate instruction? How do we get results--and measure them in terms of student achievement? The authors of Pyramid Response to Intervention answer these and other questions by focusing on student learning. By (1) setting goals, (2) working collaboratively, and (3) keeping track of student-achievement data from many sources, teachers and administrators can surpass the community's expectations and facilitate great improvements in student learning.

Tomlinson, Carol Ann and Imbeau, Marcia B. Leading and Managing A Differentiated Classroom. Alexandria: ASCD, 2010, 18-22.

How do we differentiate instruction? The authors of Leading and Managing A Differentiated Classroom. This book tackles the issue of how to address student differences thoughtfully and proactively. The book focuses on what it means for a teacher to effectively lead a differentiated classroom.

Tier: Tier 2

Activity - Center-Based Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a variety of manipulatives, including iPads, to deepen their understanding of science concepts.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$0	No Funding Required	All staff will be responsible for planning and implementing small group activities for their classes.

**Strategy 3:**

Professional Development - All staff will be given opportunities to attend district provided professional development on researched based best practices regarding Science.

Category: Science

Research Cited: Connecting Professional Development To Student Learning Gains. Holloway, John H.

Science Educator: Spring 2006: 15, 1. ProQuest: 37-42.

Holloway writes that professional development that is connected to student academic goals is meaningful to teachers. He has found that research-based and thoughtfully planned out professional development can lead to student gains. Schools that carefully research and plan out their professional development based on student need tend to be the most successful in increasing student achievement.

Cain, L. M. (2007). The impact of resource allocation on professional development for the improvement of teaching and student learning within a site-based managed elementary school: A case study. University of Southern California). ProQuest Dissertations and These: 3-58.

Cain writes that teacher effectiveness above all else is the most important factor in determining how students perform in the classroom. Effective professional development programs allow for teachers to gain knowledge to better prepare their students for real world situations. Professional development programs need to be aligned with the vision for the school or district so that the information is never applied. They also need to be well planned out and research-based with fiscal resources depleting year after year.

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive Professional Development sessions on Science and the new standards. Information shared will be utilized in the classroom setting to increase student achievement.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/30/2020	\$0	Title II Part A	The Principal will be responsible for this activity.
Activity - Plan/Teach/Debrief Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Improvement Coach collaborates with teachers on research-based instructional strategies that engage all students in the classroom.	Academic Support Program, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Title I Part A	District and Building Leadership

**Strategy 4:**

Supplemental Reading Support - All instructional staff will use reading to improve Science proficiency for all students.

Category: Science

Research Cited: University of Chicago Press Journals; study: Supplemental reading programs work better when aligned with core curricula. (2012). NewsRx Science, 12.

The study focuses on how supplemental reading programs work best when they are aligned with the core reading curriculum. This requires collaboration between classroom teachers to best meet the needs of their students. Supplemental reading programs can be extremely effective when they go hand and hand with the scope and sequence of the core reading program and aren't so "top heavy".

Tier: Tier 2

Activity - Peer to Peer Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will improve their reading skills by pairing up with different grade levels to read aloud to one another.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	No Funding Required	Classroom teachers and staff are responsible for this activity.

Activity - Informational Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will enhance their informational reading strategies while reading about science concepts.	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$0	No Funding Required	classroom teacher, instructional coach, principal

**Strategy 5:**

Supplemental Instruction - All students will have the opportunity to participate in supplemental instruction to improve student achievement.

Category: Learning Support Systems

Research Cited: Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. Alexandria: ASCD, 2002, 103-104.

Charlotte Danielson discusses how learning taking place before or after the school day can improve student achievement. It is a great opportunity for students who don't have an environment at home conducive to working on school work.

According to the research conducted by An-Me and Hillsman, after-school programs have provided students with a safe place after school and students who consistently participate are making larger gains in the classroom. After-school programs provide an outlet for students in areas that might not be focused on during the school day aiding in their overall development. When compared to students who did not participate consistently, standardized test scores were higher for the students who did make participating more of a priority.

Tier: Tier 2

Activity - Incentives for PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be involved in a school-wide behavior management system to support a positive consistent school wide climate which supports higher academic achievement. Students will participate in a month end celebration to include arts and crafts, math games, reading games, Science activities and food. Items to include but not limited to markers, crayons, construction paper, art packets, math manipulatives, picture books, gift cards \$5-\$10 and snacks.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Title I Schoolwide	PBis Committee and Principal will be responsible for this activity.

**Strategy 6:**

Supplemental Staff - Supplemental staff will be utilized to improve student achievement in the area of Science.

Category: Science

Research Cited: Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. Alexandria: ASCD, 2002, 65.

Danielson stresses the importance of supplemental staff in aiding with the decision making that will impact students and increase their achievement. Supplemental staff has a critical role in creating the school culture, which also helps boost student achievement.

Tomlinson, Carol Ann and Imbeau, Marcia B. Leading and Managing A Differentiated Classroom. Alexandria: ASCD, 2010, 66-68.

Tomlinson and Imbeau focus on the positive impact supplemental staff can provide teachers for their students. They discuss how having another colleague work with the same group of students is a benefit that leads to taking action to improve student achievement.

EDUCATOR-CENTERED INSTRUCTIONAL COACHING; What the Research Says by IVAN CHARNER AND ELLIOTT MEDRICH, p 3-6. In the 2015 Charner and Mean study of teachers who had been coached, fully 99 percent of these

teachers said that changes in their practice had an impact on student engagement. More of their students were engaged, students in their classes were sharing more with each other, and more students were engaged in reading and writing.

Tier: Tier 2

Activity - Academic Teaching Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Academic Teaching Assistants will be highly qualified and will work under the supervision of a highly qualified teacher. ATA's will work directly with students to increase achievement in the core areas.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$0	Title I Schoolwide	Principal
<b>Activity - Building Improvement Coach</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 Building Improvement Coach will facilitate the development of teachers through the Plan/Teach/Debrief model. The Building Improvement Coach will also collaborate with colleagues and building administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district goals. The Building Improvement Coach will also provide support to staff with analyzing student data (both formative and summative), and assisting teachers with designing instructional decisions based on assessment data.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$120000	Title I Part A	District and Building Leadership
<b>Activity - Professional Development Sub</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 professional development sub makes use of instructional procedures and materials which are most suitable for attaining lesson goals, which allows the teacher to receive professional development.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$23000	Title II Part A	District and building leadership
<b>Activity - Positive School Climate/Culture Liaison</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>
Positive School Climate/Culture Liaison will work in collaboration with leadership and staff to coordinate and maintain systems to ensure a positive school climate for all members of the school community.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2018	06/30/2020	\$22000	Title I Part A	building leadership
<b>Activity - Academic/Behavior Interventionist</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>
At-risk students will receive academic support and supplemental instruction. Behavior and academic issues will be addressed in order to improve students' academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$23000	Section 31a, Title I Part A	District and Building leadership

## Goal 3: All students at Myers Elementary will become proficient in Social Studies.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will increase student growth in Social Studies assessment scores in Social Studies by 06/12/2020 as measured by pre/post tests.

### Strategy 1:

Professional Development - All staff will be given opportunities to attend professional development on research based best practices regarding Social Studies.

Category: Learning Support Systems

Research Cited: Connecting Professional Development To Student Learning Gains. Holloway, John H.

Science Educator: Spring 2006: 15, 1. ProQuest: 37-42.

Holloway writes that professional development that is connected to student academic goals is meaningful to teachers. He has found that research-based and thoughtfully planned out professional development can lead to student gains. Schools that carefully research and plan out their professional development based on student need tend to be the most successful in increasing student achievement.

Cain, L. M. (2007). The impact of resource allocation on professional development for the improvement of teaching and student learning within a site-based managed elementary school: A case study. University of Southern California). ProQuest Dissertations and These: 3-58.

Cain writes that teacher effectiveness above all else is the most important factor in determining how students perform in the classroom. Effective professional development programs allow for teachers to gain knowledge to better prepare their students for real world situations. Professional development programs need to be aligned with the vision for the school or district so that the information is never applied. They also need to be well planned out and research-based with fiscal resources depleting year after year.

Tier: Tier 1

Activity - School Improvement Team Professional Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive PD sessions as a leadership group on topics including but not limited to leadership, Common Core, Best Practices, Children of Poverty, Reading, Writing, Social Studies, Science, and Climate and Culture. Information shared and learned will be brought back to the staff and shared.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Title II Part A	The principal will be responsible for this activity.

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Activity - Plan/Teach/Debrief Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Improvement Coach collaborates with teachers on research-based instructional strategies that engage all students in the classroom.	Academic Support Program, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Title I Part A	District and Building Leadership

**Strategy 2:**

Technology Research - Students will improve their understanding of CCSS in social studies with the use of iPads and chromebooks. Technology will be used to research concepts to deepen students' understanding.

Category: Social Studies

Research Cited: Judson, Eugene. "Improving technology literacy: does it open doors to traditional content?" Educational Technology and Research Development (2010) 58: 271-284.

Judson addresses the connection between technology literacy and traditional content. If students are technologically literate, than their achievement will increase due to a higher level of self-confidence that is gained when successfully using the technology. According to Judson, often times technology is the door to increasing student performance.

Taylor, F. P. (2004). Education technology helps unite school communities, improve academic achievement. T.H.E. Journal, 31(10), 46-46, 48.

Taylor addresses that current advances in technology help teachers complete tasks quicker and allow them to be more available to their students. Teachers can discover what students have learned and what they still need to find out with the help of technology. Technology is redefining relationships within the school community. Schools using technology are seeing greater gains in student academic achievement as a result.

Tier: Tier 1

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Myers Elementary School

Students will use iPads, computer labs, and chromebooks to research social studies concepts being taught. Students will create research projects to share with their peers.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	No Funding Required	All classroom teachers will be responsible for planning and implementing the project based learning activities.
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**Strategy 3:**

Differentiated Instruction - All staff will provide opportunities for differentiated instruction to improve academic performance.

Category: Social Studies

Research Cited: Buffum, Austin; Mattos, Mike; and Weber, Chris. Pyramid Response to Intervention. Bloomington: Solution Tree Press, 2009, 74-76.

How do we differentiate instruction? How do we get results--and measure them in terms of student achievement? The authors of Pyramid Response to Intervention answer these and other questions by focusing on student learning. By (1) setting goals, (2) working collaboratively, and (3) keeping track of student-achievement data from many sources, teachers and administrators can surpass the community's expectations and facilitate great improvements in student learning.

Tomlinson, Carol Ann and Imbeau, Marcia B. Leading and Managing A Differentiated Classroom. Alexandria: ASCD, 2010, 18-22.

How do we differentiate instruction? The authors of Leading and Managing A Differentiated Classroom. This book tackles the issue of how to address student differences thoughtfully and proactively. The book focuses on what it means for a teacher to effectively lead a differentiated classroom.

Tier: Tier 2

Activity - Parent Involvement Supplies/Food	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplies, reading and writing books, manuals and pamphlets to support parent involvement/engagement activities. The books, rulers, calculators, pencils, post it notes, highlighters are used to train parents on how to help their child at home and give them the needed resources to provide such support. Food for PTA meetings.	Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2020	\$3000	Title I Part A	Principal

Activity - K-5 Grade Level Field Trip Transportation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transportation for grade level field trips for supplemental academic support. Each grade will attend a field trip that is tied to what is being taught with the CCSS.	Field Trip	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Title I Part A	Principal

**Strategy 4:**

Supplemental Reading Support - All instructional staff will use reading to improve Social Studies proficiency for all students.

Category:

Research Cited: University of Chicago Press Journals; study: Supplemental reading programs work better when aligned with core curricula. (2012). NewsRx Science, 12.

The study focuses on how supplemental reading programs work best when they are aligned with the core reading curriculum. This requires collaboration between classroom teachers to best meet the needs of their students. Supplemental reading programs can be extremely effective when they go hand and hand with the scope and sequence of the core reading program and aren't so "top heavy".

Inman, D., Marlow, L., & Barron, B. (2004). Evaluation of a standards-based supplemental program in reading. Reading Improvement, 41(3), 179-187.

Marlow and Barron conducted a study in which a group of teachers piloted a standards-based supplemental reading program. Their student scores were compared with students who did not receive the supplemental program instruction. Scores increased in all grade levels except sixth. The supplemental reading program received many positive teacher evaluations also.

Tier:

Activity - Peer to Peer Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms pair up and read with each other on a weekly basis.	Academic Support Program			09/04/2017	06/15/2018	\$0	No Funding Required	Classroom teachers and staff are responsible for this activity.

**Strategy 5:**

Supplemental Instruction - All students will have the opportunity to participate in supplemental instruction to improve student achievement.

Category:

Research Cited: Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. Alexandria: ASCD, 2002, 103-104.

Charlotte Danielson discusses how learning taking place before or after the school day can improve student achievement. It is a great opportunity for students who don't have an environment at home conducive to working on school work.

An-Me Chung, & Hillsman, E. (2005). Evaluating after-school programs. School Administrator, 62(5), 18-21.

According to the research conducted by An-Me and Hillsman, after-school programs have provided students with a safe place after school and students who consistently participate are making larger gains in the classroom. After-school programs provide an outlet for students in areas that might not be focused on during the school day aiding in their overall development. When compared to students who did not participate consistently, standardized test scores were higher for the students

who did make participating more of a priority.

Tier:

Activity - Incentives for PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be involved in a schoolwide behavior management system to support a positive, consistent schoolwide climate which supports higher academic achievement. Students will participate in a month end celebration to include arts and crafts, math games, reading games, science activities and food. Items to include but not limited to markers, crayons, construction paper, art packets, math manipulatives, picture books, and snacks.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Section 31a	The PBIS team will be responsible for this activity.
Activity - Parental Involvement Programs Stipends	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stipends for teachers to participate in Parental Involvement/Engagement programs.	Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Title I Schoolwide	Principal will be responsible for this program.
Activity - Educational Games and Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize supplemental academic instructional materials during small group intervention.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Section 31a	The Principal is responsible for this activity.

**Strategy 6:**

Supplemental Staff - Supplemental staff will be utilized to improve student achievement in the area of Social Studies.

Category: Learning Support Systems

Research Cited: Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. Alexandria: ASCD, 2002, 65.

Danielson stresses the importance of supplemental staff in aiding with the decision making that will impact students and increase their achievement. Supplemental staff has a critical role in creating the school culture, which also helps boost student achievement.

Tomlinson, Carol Ann and Imbeau, Marcia B. Leading and Managing A Differentiated Classroom. Alexandria: ASCD, 2010, 66-68.

Tomlinson and Imbeau focus on the positive impact supplemental staff can provide teachers for their students. They discuss how having another colleague work with

the same group of students is a benefit that leads to taking action to improve student achievement.

EDUCATOR-CENTERED INSTRUCTIONAL COACHING; What the Research Says by IVAN CHARNER AND ELLIOTT MEDRICH, p 3-6. In the 2015 Charner and Mean study of teachers who had been coached, fully 99 percent of these teachers said that changes in their practice had an impact on student engagement. More of their students were engaged, students in their classes were sharing more with each other, and more students were engaged in reading and writing.

Tier: Tier 1

Activity - Academic Teaching Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Teaching Assistants will be highly qualified and will work under the supervision of a highly qualified teacher. ATA's will work directly with students to increase achievement in the core subjects.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$0	Title I Schoolwide	Principal will be responsible for providing the support staff.

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three Highly Qualified facilitators to provide supplemental support for identified at-risk students.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$0	Title I Schoolwide	Classroom teachers will be responsible for planning and providing the necessary interventions.

Activity - Behavioral Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be participating in PBIS supported Tier 2 and Tier 3 activities with Social Worker support.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$0	Title I Schoolwide	The Principal is responsible for acquiring a behavior interventionist.

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Activity - Literacy Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in literacy interventions to improve reading and comprehension skills.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Title I Schoolwide	The classroom teachers are responsible for this activity.
Activity - Building Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Improvement Coach will facilitate the development of teachers through the Plan/Teach/Debrief model. The Building Improvement Coach will also collaborate with colleagues and building administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district goals. The Building Improvement Coach will also provide support to staff with analyzing student data (both formative and summative), and assisting teachers with designing instructional decisions based on assessment data.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$120000	Title I Part A	District and Building Leadership
Activity - Professional Development Sub	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The professional development sub makes use of instructional procedures and materials which are most suitable for attaining lesson goals, which allows the teacher to receive professional development.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$23000	Title II Part A	District and Building leadership
Activity - Positive School Climate/Culture Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive School Climate/Culture Liaison will work in collaboration with leadership and staff to coordinate and maintain systems to ensure a positive school climate for all members of the school community.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2018	06/30/2020	\$22000	Title I Part A	building leadership
Activity - Academic/Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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Academic support and supplemental instruction will be provided to identified at-risk students. Behavior and academic issues will be addressed in order to improve students' academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$23000	Title I Part A, Section 31a	District and Building leadership
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**Goal 4: All students at Myers Elementary will become proficient in English Language Arts.****Measurable Objective 1:**

15% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in writing and in English Language Arts by 06/12/2020 as measured by I-READY pre/post test data..

**Strategy 1:**

Supplemental Reading Support - All instructional staff will use reading to improve Language Arts proficiency for all students.

## Category:

Research Cited: University of Chicago Press Journals; study: Supplemental reading programs work better when aligned with core curricula. (2012). NewsRx Science, 12.

The study focuses on how supplemental reading programs work best when they are aligned with the core reading curriculum. This requires collaboration between classroom teachers to best meet the needs of their students. Supplemental reading programs can be extremely effective when they go hand and hand with the scope and sequence of the core reading program and aren't so "top heavy".

Inman, D., Marlow, L., & Barron, B. (2004). Evaluation of a standards-based supplemental program in reading. Reading Improvement, 41(3), 179-187.

Marlow and Barron conducted a study in which a group of teachers piloted a standards-based supplemental reading program. Their student scores were compared with students who did not receive the supplemental program instruction. Scores increased in all grade levels except sixth. The supplemental reading program received many positive teacher evaluations also.

## Tier:

Activity - Peer to Peer Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms pair up and read with each other on a weekly basis.	Academic Support Program	Tier 1	Monitor	09/02/2019	06/19/2020	\$0	No Funding Required	Classroom teachers and staff are responsible for this activity.

**Strategy 2:**

Differentiated Instruction - All staff will provide opportunities for differentiated instruction to improve academic performance.

Category:

Research Cited: Buffum, Austin; Mattos, Mike; and Weber, Chris. Pyramid Response to Intervention. Bloomington: Solution Tree Press, 2009, 74-76.

How do we differentiate instruction? How do we get results--and measure them in terms of student achievement? The authors of Pyramid Response to Intervention answer these and other questions by focusing on student learning. By (1) setting goals, (2) working collaboratively, and (3) keeping track of student-achievement data from many sources, teachers and administrators can surpass the community's expectations and facilitate great improvements in student learning.

Tomlinson, Carol Ann and Imbeau, Marcia B. Leading and Managing A Differentiated Classroom. Alexandria: ASCD, 2010, 18-22.

How do we differentiate instruction? The authors of Leading and Managing A Differentiated Classroom. This book tackles the issue of how to address student differences thoughtfully and proactively. The book focuses on what it means for a teacher to effectively lead a differentiated classroom.

Tier:

Activity - Individualized Reading Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in individualized small group instruction that meets their individualized reading needs.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$0	No Funding Required	classroom teacher, instructional coach, principal

Activity - Student Conferencing/Data Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with teachers to set goals for learning, and make action plans to achieve those goals. Teachers will instruct based on individual student needs at the time of conferencing.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$0	No Funding Required	classroom teacher, Instructional building coach, principal

**Strategy 3:**

Professional Development - All staff will be given opportunities to attend professional development on researched based best practices regarding English.

Category: English/Language Arts

Research Cited: Connecting Professional Development To Student Learning Gains. Holloway, John H.

Science Educator: Spring 2006: 15, 1. ProQuest: 37-42.

Holloway writes that professional development that is connected to student academic goals is meaningful to teachers. He has found that research-based and thoughtfully planned out professional development can lead to student gains. Schools that carefully research and plan out their professional development based on

student need tend to be the most successful in increasing student achievement.

Cain, L. M. (2007). The impact of resource allocation on professional development for the improvement of teaching and student learning within a site-based managed elementary school: A case study. University of Southern California). ProQuest Dissertations and These: 3-58.

Cain writes that teacher effectiveness above all else is the most important factor in determining how students perform in the classroom. Effective professional development programs allow for teachers to gain knowledge to better prepare their students for real world situations. Professional development programs need to be aligned with the vision for the school or district so that the information is never applied. They also need to be well planned out and research-based with fiscal resources depleting year after year.

Tier: Tier 1

Activity - School Improvement Team Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive 4 Professional Development sessions as a leadership group on topics including but not limited to leadership, Common Core, Best Practices, Children of Poverty, Reading, Writing, Social Studies, Science, and Climate and Culture. Information shared and learned will be brought back to the staff and shared.	Professional Learning			09/04/2018	06/30/2020	\$0	Title II Part A	The Principal is responsible for this activity.

Activity - Plan/Teach/Debrief Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Improvement Coach collaborates with teachers on research-based instructional strategies that engage all students in the classroom.	Academic Support Program, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Title I Part A	District and Building Leadership

**Strategy 4:**

Supplemental Instruction - All students will have the opportunity to participate in supplemental instruction to improve student achievement.

Category:

Research Cited: Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. Alexandria: ASCD, 2002, 103-104.

Charlotte Danielson discusses how learning taking place before or after the school day can improve student achievement. It is a great opportunity for students who don't have an environment at home conducive to working on school work.

An-Me Chung, & Hillsman, E. (2005). Evaluating after-school programs. School Administrator, 62(5), 18-21.

According to the research conducted by An-Me and Hillsman, after-school programs have provided students with a safe place after school and students who consistently participate are making larger gains in the classroom. After-school programs provide an outlet for students in areas that might not be focused on during the

school day aiding in their overall development. When compared to students who did not participate consistently, standardized test scores were higher for the students who did make participating more of a priority.

Tier:

Activity - Incentives for PBiS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be involved in a school-wide behavior management system to support a positive consistent school-wide climate which supports higher academic achievement. Students will participate in a month end celebration to include arts and crafts, math games, reading games, science activities and food. Items to include but not limited to markers, crayons, construction paper, art packets, math manipulatives, picture books, and snacks.	Behavioral Support Program	Tier 1	Monitor	09/07/2018	06/30/2020	\$0	Title I Schoolwide	The Principal is responsible for this activity.
Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All at-risk students will receive supplemental services from a school behavioral interventionist. Services include behavioral, social, emotional, and academic support with students. Small groups, one on one, and classroom support lessons will be provided to increase student achievement in the four core areas. Support to families is extended when needed.	Behavioral Support Program			09/02/2019	06/12/2020	\$0	Title I Schoolwide	The Principal is responsible for this activity.

**Strategy 5:**

Supplemental Staff - Supplemental staff will be utilized to improve student achievement in the area of English.

Category: Learning Support Systems

Research Cited: Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. Alexandria: ASCD, 2002, 65.

Danielson stresses the importance of supplemental staff in aiding with the decision making that will impact students and increase their achievement. Supplemental staff has a critical role in creating the school culture, which also helps boost student achievement.

Tomlinson, Carol Ann and Imbeau, Marcia B. Leading and Managing A Differentiated Classroom. Alexandria: ASCD, 2010, 66-68.

Tomlinson and Imbeau focus on the positive impact supplemental staff can provide teachers for their students. They discuss how having another colleague work with the same group of students is a benefit that leads to taking action to improve student achievement.

EDUCATOR-CENTERED INSTRUCTIONAL COACHING; What the Research Says by IVAN CHARNER AND ELLIOTT MEDRICH, p 3-6. In the 2015 Charner and Mean study of teachers who had been coached, fully 99 percent of these teachers said that changes in their practice had an impact on student engagement. More of their

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students were engaged, students in their classes were sharing more with each other, and more students were engaged in reading and writing.

Tier: Tier 1

Activity - Academic Teaching Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Teaching Assistants will be highly qualified and will work under the supervision of a highly qualified teacher. ATA's will work directly with students to increase achievement in the core subjects.	Academic Support Program			09/04/2018	06/30/2020	\$0	Title I Schoolwide	Principal
Activity - Behavioral Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with PBiS and supporting Tier 2 and Tier 3 students with Social Worker support.	Behavioral Support Program			09/04/2018	06/30/2020	\$0	Title I Schoolwide	The Principal will be responsible for this activity.
Activity - Literacy Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Interventionist will work with students to improve reading and comprehension	Academic Support Program			09/04/2018	06/30/2020	\$0	Title I Schoolwide	The Principal is responsible for this activity.
Activity - Building Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Improvement Coach will facilitate the development of teachers through the Plan/Teach/Debrief model. The Building Improvement Coach will also collaborate with colleagues and building administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district goals. The Building Improvement Coach will also provide support to staff with analyzing student data (both formative and summative), and assisting teachers with designing instructional decisions based on assessment data.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/30/2020	\$120000	Title I Part A	District and Building Leadership

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Activity - Professional Development Sub	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The professional development sub makes use of instructional procedures and materials which are most suitable for attaining lesson goals, which allows the teacher to receive professional development.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$23000	Title II Part A	District and building leadership
Activity - Positive School Climate/Culture Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive School Climate/Culture Liaison will work in collaboration with leadership and staff to coordinate and maintain systems to ensure a positive school climate for all members of the school community.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2018	06/30/2020	\$22000	Title I Part A	building leadership
Activity - Academic/Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic support and supplemental instruction will be provided to identified at-risk students. Behavior and academic issues will be addressed in order to improve students' academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$23000	Title I Part A, Section 31a	District and building leadership

## Goal 5: All stakeholders at Myers Elementary will demonstrate a knowledge of expectations in Climate and Culture.

**Measurable Objective 1:**

collaborate to build a healthy school climate and culture by 06/15/2018 as measured by relationships that foster trust, increased levels of co-planning and co-teaching, student achievement and a decrease in negative behaviors..

**Strategy 1:**

Professional Development - All staff will be given opportunities to attend professional development on researched based best practices regarding understanding and educating students and families of poverty.

## School culture and Climate

Myers Elementary School

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A Framework for Improving Schoolwide Climate, Safety and Discipline  
Eliminating Chaos in the Classroom  
Motivating and Managing Hard to Reach, Uninterested and Disruptive Students  
Cultivating Positive School Climate with Guidelines for Digital Abuse Prevention  
The Minds of Boys: Best Practices for Working with Boys and Young Men  
\*Reducing Barriers to Learning within a Multi-Tiered System of Support  
Student-Led Discipline: Teaching Students to Manage themselves  
Power Struggles Unplugged  
Closing the Exits off the Road to Responsibility  
Teaching with Poverty in Mind  
An 'Entire Village' Approach to Creating an Ethical School Community  
Award-Winning Relationships that Impact Achievement and School Culture

Category: School Culture

Research Cited: Connecting Professional Development To Student Learning Gains. Holloway, John H.

Science Educator: Spring 2006: 15, 1. ProQuest: 37-42.

Holloway writes that professional development that is connected to student academic goals is meaningful to teachers. He has found that research-based and thoughtfully planned out professional development can lead to student gains. Schools that carefully research and plan out their professional development based on student need tend to be the most successful in increasing student achievement.

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Cain writes that teacher effectiveness above all else is the most important factor in determining how students perform in the classroom. Effective professional development programs allow for teachers to gain knowledge to better prepare their students for real world situations. Professional development programs need to be aligned with the vision for the school or district so that the information is never applied. They also need to be well planned out and research-based with fiscal resources depleting year after year.

Tier: Tier 1

Activity - SIT PD Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will receive 4 PD sessions as a leadership group on topics including but not limited to leadership, Common Core, Best Practices, Children of Poverty, Reading, Writing, Social Studies, Science, and Climate and Culture. Information shared and learned will be brought back to the staff and shared.	Professional Learning			09/04/2018	06/30/2020	\$0	Title II Part A	The Principal will be responsible for this activity.
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**Strategy 2:**

Supplemental Staff - Supplemental staff will be utilized to improve student achievement in the area of behavior expectations and schoolwide procedures.

Category:

Research Cited: Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. Alexandria: ASCD, 2002, 65.

Danielson stresses the importance of supplemental staff in aiding with the decision making that will impact students and increase their achievement. Supplemental staff has a critical role in creating the school culture, which also helps boost student achievement.

Tomlinson, Carol Ann and Imbeau, Marcia B. Leading and Managing A Differentiated Classroom. Alexandria: ASCD, 2010, 66-68.

Tomlinson and Imbeau focus on the positive impact supplemental staff can provide teachers for their students. They discuss how having another colleague work with the same group of students is a benefit that leads to taking action to improve student achievement.

Tier:

Activity - Academic Teaching Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Teaching Assistants will be highly qualified and will work under the supervision of a highly qualified teacher. ATA's will work directly with students to increase achievement in the core subjects.	Academic Support Program			09/04/2018	06/30/2020	\$0	Section 31a, Title I Schoolwide	Principal

Activity - Behavioral Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with PBiS and supporting Tier 2 and Tier 3 students with Social Worker support.	Behavioral Support Program			09/04/2018	06/30/2020	\$0	Section 31a	The Principal will be responsible for this activity.

Activity - Literacy Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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Myers Elementary School

Literacy Interventionist will work with students to improve reading and comprehension	Academic Support Program			09/04/2018	06/30/2020	\$0	Section 31a, Title I Schoolwide	The Principal will be responsible for this activity.
<b>Activity - Positive School Climate/Culture Liaison</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>
Positive School Climate/Culture Liaison will work in collaboration with leadership and staff to coordinate and maintain systems to ensure a positive school climate for all members of the school community.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2018	06/30/2020	\$22000	Title I Part A	Building leadership

**Strategy 3:**

Reading Support - All instructional staff will use reading to improve Climate and Culture proficiency for all students.

Category:

Research Cited: University of Chicago Press Journals; study: Supplemental reading programs work better when aligned with core curricula. (2012). NewsRx Science, 12.

The study focuses on how supplemental reading programs work best when they are aligned with the core reading curriculum. This requires collaboration between classroom teachers to best meet the needs of their students. Supplemental reading programs can be extremely effective when they go hand and hand with the scope and sequence of the core reading program and aren't so "top heavy".

Inman, D., Marlow, L., & Barron, B. (2004). Evaluation of a standards-based supplemental program in reading. Reading Improvement, 41(3), 179-187.

Marlow and Barron conducted a study in which a group of teachers piloted a standards-based supplemental reading program. Their student scores were compared with students who did not receive the supplemental program instruction. Scores increased in all grade levels except sixth. The supplemental reading program received many positive teacher evaluations also.

Tier:

<b>Activity - Peer to Peer Reading</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>
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**Myers 19-20 SIP**

Myers Elementary School

Classrooms pair up and read with each other on a weekly basis.	Academic Support Program			09/04/2018	06/30/2020	\$0	No Funding Required	Classroom teachers and staff are responsible for this activity.
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**Strategy 4:**

Differentiated Instruction - All staff will be provided opportunities for differentiated instruction to improve academic performance.

Category:

Research Cited: Buffum, Austin; Mattos, Mike; and Weber, Chris. Pyramid Response to Intervention. Bloomington: Solution Tree Press, 2009, 74-76.

How do we differentiate instruction? How do we get results--and measure them in terms of student achievement? The authors of Pyramid Response to Intervention answer these and other questions by focusing on student learning. By (1) setting goals, (2) working collaboratively, and (3) keeping track of student-achievement data from many sources, teachers and administrators can surpass the community's expectations and facilitate great improvements in student learning.

Tomlinson, Carol Ann and Imbeau, Marcia B. Leading and Managing A Differentiated Classroom. Alexandria: ASCD, 2010, 18-22.

How do we differentiate instruction? The authors of Leading and Managing A Differentiated Classroom. This book tackles the issue of how to address student differences thoughtfully and proactively. The book focuses on what it means for a teacher to effectively lead a differentiated classroom.

Tier:

Activity - Parent Involvement Supplies/Food	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplies, reading and writing books, manuals and pamphlets to support parent involvement/engagement activities. The books, rulers, calculators, pencils, post it notes, highlighters are used to train parents on how to help their child at home and give them the needed resources to provide such support. Food for PTA meetings.	Parent Involvement			09/04/2018	06/30/2020	\$0	Title I Schoolwide	Principal

Activity - K-5 Grade Level Field Trip Transportation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transportation for grade level field trips for supplemental academic support. Each grade will attend a field trip that is tied to what is being taught with the CCSS.	Field Trip			09/04/2018	06/30/2020	\$0	Title I Schoolwide	Principal

Activity - Field Trip Admissions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Myers 19-20 SIP**

Myers Elementary School

Supplemental educational experience in core areas for each grade level and one whole school trip. These educational experiences will allow students to experience in real life the learning that is going on in the classroom, make real life connections, and in turn increase their proficiency.	Field Trip			09/04/2018	06/30/2020	\$0	Section 31a	Principal and staff
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**Strategy 5:**

Supplemental Instruction - All students will have the opportunity to participate in supplemental instruction to improve student achievement.

Category:

Research Cited: Danielson, Charlotte. Enhancing Student Achievement: A Framework for School Improvement. Alexandria: ASCD, 2002, 103-104.

Charlotte Danielson discusses how learning taking place before or after the school day can improve student achievement. It is a great opportunity for students who don't have an environment at home conducive to working on school work.

An-Me Chung, & Hillsman, E. (2005). Evaluating after-school programs. School Administrator, 62(5), 18-21.

According to the research conducted by An-Me and Hillsman, after-school programs have provided students with a safe place after school and students who consistently participate are making larger gains in the classroom. After-school programs provide an outlet for students in areas that might not be focused on during the school day aiding in their overall development. When compared to students who did not participate consistently, standardized test scores were higher for the students who did make participating more of a priority.

Tier:

Activity - Incentives for PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be involved in a schoolwide behavior management system to support a positive consistent schoolwide climate which supports higher academic achievement. Students will participate in a month end celebration to include arts and crafts, math games, reading games, science activities and food. Items to include but not limited to markers, crayons, construction paper, art packets, math manipulatives, picture books, and snacks.	Behavioral Support Program			09/04/2018	06/30/2020	\$0	Title I Schoolwide	The Principal will be responsible for this activity.

Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Myers 19-20 SIP**

Myers Elementary School

Salary - Retirement - FICA - All at-risk students will receive supplemental services from a school social worker. Services include behavioral, social, emotional, and academic support with students. Small groups, one on one, and classroom support lessons will be provided by the social worker to increase student achievement in the four core areas. Support to families is extended when needed.	Behavioral Support Program			09/04/2018	06/30/2020	\$0	Section 31a, Title I Schoolwide	The Principal will be responsible for this activity.
Activity - Parent Involvement Programs Stipends	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stipends for teachers to participate in Parental Involvement/Engagement programs.	Parent Involvement			09/04/2018	06/30/2020	\$0	Title I Schoolwide	Principal
Activity - Educational Games and Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental academic instructional materials for small group intervention.	Academic Support Program			09/04/2018	06/30/2020	\$0	Section 31a	The Principal will be responsible for this activity.

**Strategy 6:**

Technology - Staff members will utilize technology to improve student achievement.

Category:

Research Cited: Judson, Eugene. "Improving technology literacy: does it open doors to traditional content?" Educational Technology and Research Development (2010) 58: 271-284.

Judson addresses the connection between technology literacy and traditional content. If students are technologically literate, than their achievement will increase due to a higher level of self-confidence that is gained when successfully using the technology. According to Judson, often times technology is the door to increasing student performance.

Taylor, F. P. (2004). Education technology helps unite school communities, improve academic achievement. T.H.E. Journal, 31(10), 46-46, 48.

Taylor addresses that current advances in technology help teachers complete tasks quicker and allow them to be more available to their students. Teachers can discover what students have learned and what they still need to find out with the help of technology. Technology is redefining relationships within the school community. Schools using technology are seeing greater gains in student academic achievement as a result.

Tier:

**Myers 19-20 SIP**

Myers Elementary School

Activity - Computer Lab materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer supplies and materials to enhance learning in the computer lab	Materials, Technology			09/04/2018	06/30/2020	\$0	Section 31a	The Principal is responsible for this activity.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Interventionist	Literacy Interventionist will work with students to improve reading and comprehension	Academic Support Program			09/04/2018	06/30/2020	\$0	The Principal will be responsible for this activity.
Parent Involvement Supplies/Food	Supplies, reading and writing books, manuals and pamphlets to support parent involvement/engagement activities. The books, rulers, calculators, pencils, post it notes, highlighters are used to train parents on how to help their child at home and give them the needed resources to provide such support. Food for PTA meetings.	Parent Involvement			09/04/2018	06/30/2020	\$0	Principal
Behavioral Interventionist	Working with PBiS and supporting Tier 2 and Tier 3 students with Social Worker support.	Behavioral Support Program			09/04/2018	06/30/2020	\$0	The Principal will be responsible for this activity.
Reading/ELA Interventionist	Reading/ELA/LLI Interventionist will work with all at-risk students to improve areas of concerns across the curriculum.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$15750	Principal will be responsible for this activity
Literacy Interventions	Students will participate in literacy interventions to improve reading and comprehension skills.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	The classroom teachers are responsible for this activity.
Parental Involvement Programs Stipends	Stipends for teachers to participate in Parental Involvement/Engagement programs.	Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Principal will be responsible for this program.

**Myers 19-20 SIP**

Myers Elementary School

Academic Teaching Assistant	Academic Teaching Assistants will be highly qualified and will work under the supervision of a highly qualified teacher. ATA's will work directly with students to increase achievement in the core subjects.	Academic Support Program			09/04/2018	06/30/2020	\$0	Principal
School Improvement Team Professional Development Sessions	Staff will attend 4 Professional Development sessions as a leadership group on topics including but not limited to leadership, Common Core, Best Practices, Children of Poverty, Reading, Writing, Social Studies, Science, and Climate and Culture. Information shared and learned will be brought back to the staff and shared. In addition to the above, the district will provide an Instructional Coach for the building and PD sub to participate in the train the trainer model. Myers will begin Lane Changes to for intentional instruction and intervention support.	Parent Involvement, Supplemental Materials, Getting Ready, Academic Support Program, Implementation, Field Trip, Communication, Materials, Behavioral Support Program, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	09/02/2019	06/12/2020	\$80000	The district will provide Coaching and PD support. The School Improvement Team and Teachers will identify support groups. The Principal will ensure Lane Changes are implemented with fidelity.
Parent Involvement Programs Stipends	Stipends for teachers to participate in Parental Involvement/Engagement programs.	Parent Involvement			09/04/2018	06/30/2020	\$0	Principal
Academic Teaching Assistant	Academic Teaching Assistants will be highly qualified and will work under the supervision of a highly qualified teacher. ATA's will work directly with students to increase achievement in the core subjects.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$0	Principal will be responsible for providing the support staff.
School Social Worker	Salary - Retirement - FICA - All at-risk students will receive supplemental services from a school social worker. Services include behavioral, social, emotional, and academic support with students. Small groups, one on one, and classroom support lessons will be provided by the social worker to increase student achievement in the four core areas. Support to families is extended when needed.	Behavioral Support Program			09/04/2018	06/30/2020	\$0	The Principal will be responsible for this activity.

**Myers 19-20 SIP**

Myers Elementary School

Incentives for PBiS	All students will be involved in a school-wide behavior management system to support a positive consistent school wide climate which supports higher academic achievement. Students will participate in a month end celebration to include arts and crafts, math games, reading games, Science activities and food. Items to include but not limited to markers, crayons, construction paper, art packets, math manipulatives, picture books, gift cards \$5-\$10 and snacks.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	PBiS Committee and Principal will be responsible for this activity.
Behavior Interventionist	All at-risk students will receive supplemental services from a school behavioral interventionist. Services include behavioral, social, emotional, and academic support with students. Small groups, one on one, and classroom support lessons will be provided to increase student achievement in the four core areas. Support to families is extended when needed.	Behavioral Support Program			09/02/2019	06/12/2020	\$0	The Principal is responsible for this activity.
Literacy Interventionist	Literacy Interventionist will work with students to improve reading and comprehension	Academic Support Program			09/04/2018	06/30/2020	\$0	The Principal is responsible for this activity.
Academic Teaching Assistant	Academic Teaching Assistants will be highly qualified and will work under the supervision of a highly qualified teacher. ATA's will work directly with students to increase achievement in the core areas.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$0	Principal
Academic Teaching Assistant	Academic Teaching Assistants will be highly qualified and will work under the supervision of a highly qualified teacher. ATA's will work directly with students to increase achievement in the core subjects.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$12000	Principal will hire and monitor data collected from ATA services rendered.
Incentives for PBIS	All students will be involved in a schoolwide behavior management system to support a positive consistent schoolwide climate which supports higher academic achievement. Students will participate in a month end celebration to include arts and crafts, math games, reading games, science activities and food. Items to include but not limited to markers, crayons, construction paper, art packets, math manipulatives, picture books, and snacks.	Behavioral Support Program			09/04/2018	06/30/2020	\$0	The Principal will be responsible for this activity.



**Myers 19-20 SIP**

Myers Elementary School

Academic Teaching Assistant	Academic Teaching Assistants will be highly qualified and will work under the supervision of a highly qualified teacher. ATA's will work directly with students to increase achievement in the core subjects.	Academic Support Program			09/04/2018	06/30/2020	\$0	Principal
Incentives for PBiS	All students will be involved in a school-wide behavior management system to support a positive consistent school-wide climate which supports higher academic achievement. Students will participate in a month end celebration to include arts and crafts, math games, reading games, science activities and food. Items to include but not limited to markers, crayons, construction paper, art packets, math manipulatives, picture books, and snacks.	Behavioral Support Program	Tier 1	Monitor	09/07/2018	06/30/2020	\$0	The Principal is responsible for this activity.
Interventions	Three Highly Qualified facilitators to provide supplemental support for identified at-risk students.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$0	Classroom teachers will be responsible for planning and providing the necessary interventions.
Behavioral Interventionist	Students will be participating in PBIS supported Tier 2 and Tier 3 activities with Social Worker support.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$0	The Principal is responsible for acquiring a behavior interventionist.
K-5 Grade Level Field Trip Transportation	Transportation for grade level field trips for supplemental academic support. Each grade will attend a field trip that is tied to what is being taught with the CCSS.	Field Trip			09/04/2018	06/30/2020	\$0	Principal

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Myers 19-20 SIP**

Myers Elementary School

Supplemental Computer Programs	Students will participate in supplemental programs to help build achievement in all core areas. Programs include, but are not limited to: Raz Kids, Reading Eggs, Flocabulary, Spelling City, Moby Max, and Brain Pop.	Academic Support Program, Supplemental Materials, Technology	Tier 1		09/04/2018	06/30/2020	\$0	classroom teachers, principal
Educational Games and Supplies	Supplemental academic instructional materials for small group intervention.	Academic Support Program			09/04/2018	06/30/2020	\$0	The Principal will be responsible for this activity.
Behavioral Interventionist	Working with PBIS and supporting Tier 2 and Tier 3 students with Social Worker support.	Behavioral Support Program			09/04/2018	06/30/2020	\$0	The Principal will be responsible for this activity.
Academic/Behavior Interventionist	Academic support and supplemental instruction will be provided to identified at-risk students. Behavior and academic issues will be addressed in order to improve students' academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$1000	District and Building leadership
Math Software	All students will utilize technology such as individual desk tops, IPADS, Chromebooks or Clever Touch to participate in targeted interactive instruction for intervention and enrichment purposes. The various software and websites to be utilized are: gfletchy.com, Math Playground, Fun Brain Junior, Moby Max and SIs 4 Teachers.	Technology	Tier 2	Implement	09/04/2018	06/14/2019	\$1772	The principal and entire staff will be responsible for implementing the activities.
Academic/Behavior Interventionist	At-risk students will receive academic support and supplemental instruction. Behavior and academic issues will be addressed in order to improve students' academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$1000	District and Building leadership
School Social Worker	Salary - Retirement - FICA - All at-risk students will receive supplemental services from a school social worker. Services include behavioral, social, emotional, and academic support with students. Small groups, one on one, and classroom support lessons will be provided by the social worker to increase student achievement in the four core areas. Support to families is extended when needed.	Behavioral Support Program			09/04/2018	06/30/2020	\$0	The Principal will be responsible for this activity.

**Myers 19-20 SIP**

Myers Elementary School

Chromebooks	Students will utilize Chromebooks for word processing, research, learning games, collaboration, etc to enhance their learning.	Academic Support Program, Technology	Tier 1	Implement	09/04/2018	06/30/2020	\$0	classroom teachers, principal
Behavioral Interventionist	Working with PBiS and supporting Tier 2 and Tier 3 students with Social Worker support.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$15750	The Principal will be responsible for this activity
Academic Teaching Assistant	Academic Teaching Assistants will be highly qualified and will work under the supervision of a highly qualified teacher. ATA's will work directly with students to increase achievement in the core subjects.	Academic Support Program			09/04/2018	06/30/2020	\$0	Principal
Educational Games and Supplies	Students will utilize supplemental academic instructional materials during small group intervention.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	The Principal is responsible for this activity.
Literacy Interventionist	Literacy Interventionist will work with students to improve reading and comprehension	Academic Support Program			09/04/2018	06/30/2020	\$0	The Principal will be responsible for this activity.
Field Trip Admissions	Supplemental educational experience in core areas for each grade level and one whole school trip. These educational experiences will allow students to experience in real life the learning that is going on in the classroom, make real life connections, and in turn increase their proficiency.	Field Trip			09/04/2018	06/30/2020	\$0	Principal and staff
Computer Lab materials	Computer supplies and materials to enhance learning in the computer lab	Materials, Technology			09/04/2018	06/30/2020	\$0	The Principal is responsible for this activity.
Incentives for PBIS	All students will be involved in a schoolwide behavior management system to support a positive, consistent schoolwide climate which supports higher academic achievement. Students will participate in a month end celebration to include arts and crafts, math games, reading games, science activities and food. Items to include but not limited to markers, crayons, construction paper, art packets, math manipulatives, picture books, and snacks.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	The PBIS team will be responsible for this activity.

**Myers 19-20 SIP**

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Academic/Behavior Interventionist	Academic support and supplemental instruction will be provided to identified at-risk students. Behavior and academic issues will be addressed in order to improve students' academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$1000	District and building leadership
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**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive School Climate/Culture Liaison	Positive School Climate/Culture Liaison will work in collaboration with leadership and staff to coordinate and maintain systems to ensure a positive school climate for all members of the school community.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2018	06/30/2020	\$22000	Building leadership
Building Improvement Coach	The Building Improvement Coach will facilitate the development of teachers through the Plan/Teach/Debrief model. The Building Improvement Coach will also collaborate with colleagues and building administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district goals. The Building Improvement Coach will also provide support to staff with analyzing student data (both formative and summative), and assisting teachers with designing instructional decisions based on assessment data.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$120000	District and Building Leadership
Plan/Teach/Debrief Model	The Building Improvement Coach collaborates with teachers on research-based instructional strategies that engage all students in the classroom.	Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2018	06/30/2020	\$0	District and Building Leadership

**Myers 19-20 SIP**

Myers Elementary School

Instructional Coaching	Teachers will work directly with building instructional coach to build teacher efficacy and strengthen classroom instruction.	Academic Support Program, Behavioral Support Program, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Building Instructional coach, classroom teacher, principal, school improvement coordinator
Building Improvement Coach	The Building Improvement Coach will facilitate the development of teachers through the Plan/Teach/Debrief model. The Building Improvement Coach will also collaborate with colleagues and building administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district goals. The Building Improvement Coach will also provide support to staff with analyzing student data (both formative and summative), and assisting teachers with designing instructional decisions based on assessment data.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/30/2020	\$120000	District and Building Leadership
Building Improvement Coach	The Building Improvement Coach will facilitate the development of teachers through the Plan/Teach/Debrief model. The Building Improvement Coach will also collaborate with colleagues and building administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district goals. The Building Improvement Coach will also provide support to staff with analyzing student data (both formative and summative), and assisting teachers with designing instructional decisions based on assessment data.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/30/2020	\$120000	District and Building Leadership
Plan/Teach/Debrief Model	The Building Improvement Coach collaborates with teachers on research-based instructional strategies that engage all students in the classroom.	Academic Support Program, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$0	District and Building Leadership

**Myers 19-20 SIP**

Myers Elementary School

Parent Involvement Supplies/Food	Supplies, reading and writing books, manuals and pamphlets to support parent involvement/engagement activities. The books, rulers, calculators, pencils, post it notes, highlighters are used to train parents on how to help their child at home and give them the needed resources to provide such support. Food for PTA meetings.	Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2020	\$3000	Principal
Positive School Climate/Culture Liaison	Positive School Climate/Culture Liaison will work in collaboration with leadership and staff to coordinate and maintain systems to ensure a positive school climate for all members of the school community.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/30/2020	\$22000	Building leadership
Building Improvement Coach	The Building Improvement Coach will facilitate the professional development of teachers through the Plan/Teach/Debrief model. The Building Improvement Coach will also collaborate with colleagues and school administrators to plan professional learning that is team-based, job embedded, sustained over time, aligned with content standards and linked to school/district goals. The Building Improvement Coach will also provide support to staff with analyzing student data (both formative and summative) and assisting teachers with designing instructional decisions based on assessment data. District funding.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Classroom teachers, principal, school improvement coordinators
Academic/Behavior Interventionist	Academic support and supplemental instruction will be provided to identified at-risk students. Behavior and academic issues will be addressed in order to improve students' academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$22000	District and building leadership
Academic/Behavior Interventionist	At-risk students will receive academic support and supplemental instruction. Behavior and academic issues will be addressed in order to improve students' academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$22000	District and Building leadership
Academic/Behavior Interventionist	Academic support and supplemental instruction will be provided to identified at-risk students. Behavior and academic issues will be addressed in order to improve students' academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$22000	District and Building leadership

**Myers 19-20 SIP**

Myers Elementary School

Positive School Climate/Culture Liaison	Positive School Climate/Culture Liaison will work in collaboration with leadership and staff to coordinate and maintain systems to ensure a positive school climate for all members of the school community.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2018	06/30/2020	\$22000	building leadership
K-5 Grade Level Field Trip Transportation	Transportation for grade level field trips for supplemental academic support. Each grade will attend a field trip that is tied to what is being taught with the CCSS.	Field Trip	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Principal
Positive School Climate/Culture Liaison	Positive School Climate/Culture Liaison will work in collaboration with leadership and staff to coordinate and maintain systems to ensure a positive school climate for all members of the school community.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2018	06/30/2020	\$22000	building leadership
Building Improvement Coach	The Building Improvement Coach will facilitate the development of teachers through the Plan/Teach/Debrief model. The Building Improvement Coach will also collaborate with colleagues and building administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district goals. The Building Improvement Coach will also provide support to staff with analyzing student data (both formative and summative), and assisting teachers with designing instructional decisions based on assessment data.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$120000	District and Building Leadership
Plan/Teach/Debrief Model	The Building Improvement Coach collaborates with teachers on research-based instructional strategies that engage all students in the classroom.	Academic Support Program, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$0	District and Building Leadership
Plan/Teach/Debrief Model	The Building Improvement Coach collaborates with teachers on research-based instructional strategies that engage all students in the classroom.	Academic Support Program, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$0	District and Building Leadership

**Myers 19-20 SIP**

Myers Elementary School

Positive School Climate/Culture Liaison	Positive School Climate/Culture Liaison will work in collaboration with leadership and staff to coordinate and maintain systems to ensure a positive school climate for all members of the school community.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2018	06/30/2020	\$22000	building leadership
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**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Research Projects	Students will deepen their understanding of science concepts through technology when researching for class projects.	Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/30/2020	\$0	Classroom teachers will be responsible for providing students the necessary time and computers to complete their research.
Student Conferencing/Data Talks	Students will work with teachers to set goals for learning, and make action plans to achieve those goals. Teachers will instruct based on individual student needs at the time of conferencing.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$0	classroom teacher, Instructional building coach, principal
Project Based Learning	Students will use iPads, computer labs, and chromebooks to research social studies concepts being taught. Students will create research projects to share with their peers.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	All classroom teachers will be responsible for planning and implementing the project based learning activities.



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Myers Elementary School

Individualized Reading Groups	Students will engage in individualized small group instruction that meets their individualized reading needs.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$0	classroom teacher, instructional coach, principal
Peer to Peer Reading	Classrooms pair up and read with each other on a weekly basis.	Academic Support Program	Tier 1	Monitor	09/02/2019	06/19/2020	\$0	Classroom teachers and staff are responsible for this activity.
Peer to Peer Reading	Classrooms pair up and read with each other on a weekly basis.	Academic Support Program			09/04/2017	06/15/2018	\$0	Classroom teachers and staff are responsible for this activity.
Small Group Instruction	Students will receive direct instruction based on their individual needs in a small group setting. Teachers will adjust their instruction to meet the needs of individual students in small groups.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/04/2018	06/30/2020	\$0	classroom teacher, instructional coach, principal
Informational Reading	Students will enhance their informational reading strategies while reading about science concepts.	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$0	classroom teacher, instructional coach, principal
Peer to Peer Reading	Classrooms pair up and read with each other on a weekly basis.	Academic Support Program			09/04/2018	06/30/2020	\$0	Classroom teachers and staff are responsible for this activity.
Peer to Peer Reading	Students will improve their reading skills by pairing up with different grade levels to read aloud to one another.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2020	\$0	Classroom teachers and staff are responsible for this activity.

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Center-Based Small Groups	Students will use a variety of manipulatives, including iPads, to deepen their understanding of science concepts.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2020	\$0	All staff will be responsible for planning and implementing small group activities for their classes.
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**Title I School Improvement (ISI)**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Enrichment and Intervention	Using data derived from the I-READY Assessment, students will be involved in intervention and enrichment activities, implemented by all staff through daily routines and the Lane Change process.	Academic Support Program, Evaluation, Monitor	Tier 1	Implement	09/04/2018	06/30/2020	\$26000	Principal, Classroom Teachers and Staff are responsible for various activities.

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Improvement Team Professional Development Sessions	Staff will receive PD sessions as a leadership group on topics including but not limited to leadership, Common Core, Best Practices, Children of Poverty, Reading, Writing, Social Studies, Science, and Climate and Culture. Information shared and learned will be brought back to the staff and shared.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2020	\$0	The principal will be responsible for this activity.

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School Improvement Team Professional Development Sessions	Staff will attend 4 Professional Development sessions as a leadership group on topics including but not limited to leadership, Common Core, Best Practices, Children of Poverty, Reading, Writing, Social Studies, Science, and Climate and Culture. Information shared and learned will be brought back to the staff and shared. In addition to the above, the district will provide an Instructional Coach for the building and PD sub to participate in the train the trainer model. Myers will begin Lane Changes to for intentional instruction and intervention support.	Parent Involvement, Supplemental Materials, Getting Ready, Academic Support Program, Implementation, Field Trip, Communication, Materials, Behavioral Support Program, Technology, Teacher Collaboration, Professional Learning	Tier 2	Implement	09/02/2019	06/12/2020	\$0	The district will provide Coaching and PD support. The School Improvement Team and Teachers will identify support groups. The Principal will ensure Lane Changes are implemented with fidelity.
Professional Development	Staff will receive Professional Development sessions on Science and the new standards. Information shared will be utilized in the classroom setting to increase student achievement.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/30/2020	\$0	The Principal will be responsible for this activity.
Professional Development Sub	The professional development sub makes use of instructional procedures and materials which are most suitable for attaining lesson goals, which allows the teacher to receive professional development.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$23000	District and building leadership
Professional Development Sub	The professional development sub makes use of instructional procedures and materials which are most suitable for attaining lesson goals, which allows the teacher to receive professional development.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$23000	District and Building leadership
SIT PD Sessions	Staff will receive 4 PD sessions as a leadership group on topics including but not limited to leadership, Common Core, Best Practices, Children of Poverty, Reading, Writing, Social Studies, Science, and Climate and Culture. Information shared and learned will be brought back to the staff and shared.	Professional Learning			09/04/2018	06/30/2020	\$0	The Principal will be responsible for this activity.

**Myers 19-20 SIP**

Myers Elementary School

School Improvement Team Professional Development	Staff will receive 4 Professional Development sessions as a leadership group on topics including but not limited to leadership, Common Core, Best Practices, Children of Poverty, Reading, Writing, Social Studies, Science, and Climate and Culture. Information shared and learned will be brought back to the staff and shared.	Professional Learning			09/04/2018	06/30/2020	\$0	The Principal is responsible for this activity.
Professional Development Sub	The professional development sub makes use of instructional procedures and materials which are most suitable for attaining lesson goals, which allows the teacher to receive professional development.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$23000	District and building leadership
Professional Development Sub	The professional development sub makes use of instructional procedures and materials which are most suitable for attaining lesson goals, which allows the teacher to receive professional development.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2020	\$23000	District and building leadership