School Improvement Plan

Walnut Hills Elementary School

Greenville Public Schools

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Final SIP 2019-2020

Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The School Leadership Team, Intervention teams, and teacher teams review data several times throughout the year. The School Improvement team reviewed all school wide data to identify areas of need and improvement.

2. What were the results of the comprehensive needs assessment process?   What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

After reviewing the data, we concluded that there are significant gaps between our ELL and non-ELL students and between our ED and non-ED.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The school goals not only target Tier 1 instruction for all students, but also target a gap reduction among subgroups.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Our goals address the entire school population in that we would like to increase student achievement through improved Tier 1 instruction. In addition, we hope to decrease the gap among subgroups by specifically targeting students who are disadvantaged.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The use of PLCs focuses on increased student achievement for all students. As teams review student data on weekly basis, they will plan for students who need additional support as well as students who may need a challenge. Another strategy that focuses on the success of all students is the use of instructional and behavioral coaches to help increase students engagement at the Tier 1 level.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Both strategies shared will target increased learning for all students. According to Hattie, student motivation has an effect size of .48 and by coaching teachers around student engagement, student achievement will be impacted. Additionally as teachers work together to focus on student learning, practices will change to better support the learning of all students.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The comprehensive needs assessment shows that Walnut Hills has inconsistent data from year to year and cohort to cohort. By targeting Tier 1 instruction, we will help build consistency across grade levels and cohort groups.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Tier 3 intervention for reading will be offered for all students who qualify. All students receiving an intervention will be progress monitored weekly and the intervention team will review student data on a weekly basis to make necessary changes.

5. Describe how the school determines if these needs of students are being met.

The intervention team meets weekly to review student progress monitoring results and makes changes based on data as needed.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All intervention paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	No	We are a Chinese Immersion school and due to the lack of qualified teachers for our program, there are 5 teachers who do not meet the NCLB requirements for highly qualified. Two of these teachers are working to add an elementary certification currently.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Out of 18 classroom teachers, 5 will be new this year.

2. What is the experience level of key teaching and learning personnel?

Most teachers in the building have been in education for less than 10 years.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

None

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

None

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

None

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff will complete a professional book study together to continue learning about the PLC process. They will also participate in some professional learning around coaching and how to make the most of it to impact student learning. Finally, we will provide PD around strategies to use to support ELL students in the classroom.

2. Describe how this professional learning is "sustained and ongoing."

Much of the PD that we have planned is job embedded an ongoing. Coaching cycles will continue year long. PLC groups will meet weekly, but we will learn through the book study as a staff monthly.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents will be encouraged to attend several parent functions in which we will provide ways to support their child's learning at home.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents will be involved through family nights.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

None

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

None

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

We will use parent surveys to determine the effectiveness of the parent involvement.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The school leadership team will review the survey results and make any necessary changes for future events.

8. Describe how the school-parent compact is developed.

The compact is provided to parents at conferences and the teachers explain the purpose. All parties sign the compact at this time.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

See previous question

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

It stays in the student's CA 60.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	No	The compact is under revision. We have always used the standard compact provided by the state.	

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Parents have access to translators for conferences and other communications.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The school houses a preschool. Other district buildings also house several preschool programs.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Parents are informed of what skills students should have to enter kindergarten. Some students have access to developmental kindergarten if they are not prepared for kindergarten.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers are able to work with their grade level teams to create or modify formative assessments. All summative assessments remain as written.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

After each benchmark testing window, teacher participate in a grade level problem solving process in which grade level data is reviewed and strategies are identified to improve student achievement. In addition to this, weekly PLC meetings will focus on student learning and the review of student formative assessment data.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Students are identified through summative and formative assessment results. Students who qualify for intervention are placed into a group within a week. Some students are placed on a waiting list.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Currently, we need to improve Tier 1 instruction to reduce the number of students needing assistance. At this time there are far more students than our system can handle who need support.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' individual needs are being met through both skills based small groups and guided reading small groups. Differentiation is an area that needs improvement in some classrooms.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Title1

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Title 1 funds will be used to employ intervention paraprofessionals, an instructional coach and to support parent involvement activities.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

None

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school improvement team evaluates the implementation of the schoolwide program at least yearly.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The school improvement team reviews the results and identifies trends in that data that need to be addressed.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The school improvement team reviews schoolwide data throughout the year as well as after the state summative results have been released.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The team used the data results and trends to modify and update the current plan to target the trends and problems identified in the data.

Final SIP 2019-2020

Overview

Plan Name

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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 Walnut Hills will become proficient readers.	Objectives: 1 Strategies: 6 Activities: 30	Organizational	$159935
2	All students at Walnut Hills Elementary will become proficient in math.	Objectives: 1 Strategies: 3 Activities: 8	Academic	$800
3	All student at Walnut Hills Elementary will contribute to a safe school climate.	Objectives: 1 Strategies: 5 Activities: 22	Organizational	$2500

Goal 1: All students at Walnut Hills will become proficient readers.

Measurable Objective 1:

increase student growth by 10% by 06/01/2020 as measured by School Wide DIBELS composite scores.

Strategy 1:

Structured Teams - School Teams will be established to support the implementation of MiBlsi.

Category: Learning Support Systems

Tier: Tier 1

Activity - School Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a school leadership team to support the implementation of the Tier 1 reading system that uses an effective team meeting process and coordinates with other school teams (R-TFI 1.1, 1.2, 1.3). The School Leadership Team defines a process to be used by Grade-Level Teams for supporting students with reading skill deficits (R-TFI 2.1).	Implementation	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	Principal, MTSS reading Coach, school leadership team

Activity - Grade-Level Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-Level Teams are established to support the implementation of Tier 1 reading instruction and use an effective team meeting process (R-TFI 1.4, 1.5) These teams work to support students who are not making adequate progress in the Tier I core reading curriculum as well as students with intensive reading needs (R-TFI 2.2, 3.1).	Teacher Collaboration	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	Principal, MTSS reading coach, instructional coach, teachers

Activity - Student Support Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Student Support Team that uses an effective team meeting process, is established to improve students' reading performance. There is a formal process for teachers to request the assistance for students who have not responded to previous interventions (R-TFI 3.2, 3.3, 3.4).	Monitor	Tier 3		09/01/2019	06/01/2020	$0	No Funding Required	Principal, MTSS reading coach interventionist

Strategy 2:

Implementation of a School-Wide Reading Plan - All teachers will follow the School-Wide Reading Model

Category: English/Language Arts

Tier: Tier 1

Activity - School-Wide Reading Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school has a school-wide reading plan that allocates a minimum of 90 minutes for core reading instruction and incorporates grade level instructional plans with an emphasis on Tier I instruction (R-TFI 1.7, 1.8, 1.9).	Direct Instruction, Implementation	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	Principal, MTSS Reading Coach, Instructional coach, classroom teachers

Activity - General Education Leadership Network Essential Practices (GELN)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Essential Practices are research-based classroom practices that were created to help increase teacher capacity to improve children's literacy achievement. The focus of the document is on classroom practices, rather than on school- or systems-level practices. The school will uses these practices to guide the creation of job-embedded professional learning for teachers. In addition, teachers will use these practices as part of their dialogue during PLC and GLPS discussions, coaching cycles, and inquiry meetings with the building administrator.	Direct Instruction, Teacher Collaboration	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	Principal, Instructional Coach, Reading Teachers

Activity - Building Based Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walnut Hills will have a building based instructional coach. The coach's chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. All teachers will participate in at least one coaching cycle during the 2019-2020 school year. All new staff members will participate in year long, ongoing instructional coaching cycles.	Professional Learning, Teacher Collaboration	Tier 1		09/01/2019	06/01/2020	$99159	Title I Schoolwide	principal, instructional coach, teachers

Strategy 3:

Implementation of a System for Reading Interventions - Walnut Hills will use a systematic process for identifying students for intervention support and for identifying

appropriate reading interventions.

Category: English/Language Arts

Tier: Tier 3

Activity - Evidence-based Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school uses a formal process for selecting evidence-based reading interventions (R-TFI 2.3).	Academic Support Program	Tier 2		09/01/2019	06/01/2020	$0	No Funding Required	principal, classroom teachers (tier 2), intervention team (tier 3)

Activity - Reading Interventions and Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school uses a data-based process for matching student needs to specific reading interventions and uses a variety of data sources to design intensive reading intervention plans (R-TFI 2.4, 3.5).	Academic Support Program, Monitor	Tier 2		09/01/2019	06/01/2020	$0	No Funding Required	principal, classroom teachers (tier 2), intervention team (tier 3)

Activity - Intervention Grouping and Variables	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention groups are appropriate for students receiving reading intervention and intervention variables are altered to intensify reading intervention supports, as needed (R-TFI 2.5, 3.6).	Academic Support Program	Tier 2		09/01/2019	06/01/2020	$0	No Funding Required	principal, classroom teachers (tier 2), intervention team (tier 3)

Activity - Collaboration with parents/guardians	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school notifies and invites parents/guardians to collaborate on reading intervention plans for their child (R-TFI-2.6, 3.7).	Parent Involvement, Communication	Tier 2		09/01/2019	06/01/2020	$0	No Funding Required	principal, classroom teachers (tier 2), interventionist (tier 3)

Activity - Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use formative assessment information of essential standards to identify students for Tier 2 reading interventions. These groups will be flexible and change often. The purpose of meeting in a small group is to reteach a grade level skill in a different way so that students who did not master it in Tier 1 will master it with Tier 2 support.	Academic Support Program, Direct Instruction	Tier 2		09/01/2019	06/01/2020	$0	No Funding Required	principal, classroom teachers

Activity - Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walnut Hills will have one interventionist on staff. The interventionist's main responsibility is to help obersee the Tier 3 intervention system as designed by the School Leadership Team. The intervention is will also manage data entry and collection, assist with communication between classroom teachers and paraprofessionals, provide resources to intervention parapros as needed, assist with monitoring the fidelity of Tier 3 interventions, offer DIBELS refreshers before benchmark testing windows, assess new students within 72 hours of start date, and assist in providing student Tier 3 interventions as needed.	Academic Support Program, Direct Instruction	Tier 3		09/01/2019	06/01/2020	$20036	Title I Schoolwide	principal, interventionist

Activity - Delivery of Intervention Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walnut Hills will have 2 intervention paraprofessionals who will deliver Tier 3 skills-based intervention instruction to students who qualify for Tier 3 reading interventions. Interventions time will be outside of classroom Tier 1 time (90 minutes). Intervention paraprofessionals will follow the processes identified by the School Leadership Team and the Intervention Team for screening, data collection, and teacher communication.	Academic Support Program, Direct Instruction	Tier 3		09/01/2019	06/01/2020	$38690	Title I Schoolwide	principal, intervention paraprofessionals, interventionist, intervention team

Strategy 4:

Ensuring Resources - A system is in place to ensure appropriate resources for reading instruction, assessment, and data analysis.

Category: English/Language Arts

Tier: Tier 1

Activity - Core Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Written guidelines are available for teaching the core reading program (R-TFI 1.12).	Direct Instruction	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	Instructional Coach

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Activity - School-Wide Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school has identified an individual(s) to assist in the data coordination for school-wide reading assessments (R-TFI 1.13).	Evaluation, Monitor	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	principal

Activity - Assessment Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide reading universal screening assessment schedule is available (R-TFI 1.14).	Evaluation, Monitor	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	principal

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning is purposely selected for supporting the implementation of a School-Wide Reading Plan (R-TFI 1.15).	Professional Learning	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	principal, school leadership team

Activity - System-Level Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Leadership Team uses system-level coaching (R-TFI 1.16).	Implementation, Teacher Collaboration	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	principal, MTSS coaches, school leadership team

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff have access to Instructional coaching (R-TFI 1.17). All teaching staff will participate in at least one instructional coaching cycle during the 2019-2020 school year. All new teachers will participate in year long, on going instructional coaching.	Professional Learning, Teacher Collaboration	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	instructional coach, principal

Activity - Intervention Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The scheduling of reading interventions is coordinated with Tier I reading supports (R-TFI 2.7).	Academic Support Program	Tier 2		09/01/2019	06/01/2020	$0	No Funding Required	classroom teachers (Tier 2), intervention team (Tier 3)

Activity - Intervention Implementation Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff providing reading interventions and intensive reading intervention plans receive implementation supports (R-TFI 2.8, 3.8).	Professional Learning	Tier 2		09/01/2019	06/01/2020	$0	No Funding Required	instructional coach & interventionist

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate as members of a professional learning community within the school and within their grade level. PLCs will meet before school for approximately 40 minutes each week. During the meetings, teacher will focus on the 4 questions of a PLC to help support student learning. Notes and agendas will be kept in a google folder and be updated weekly.	Professional Learning, Teacher Collaboration	Tier 1		08/01/2019	06/01/2020	$0	No Funding Required	principal, classroom teachers

Strategy 5:

Data-based Decisions - Staff will be fluent at collecting, analyzing, and making instructional decisions based on reading data.

Category: English/Language Arts

Tier: Tier 1

Activity - Universal Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff collect universal reading screening data with fidelity and the school uses a data system(s) that allows access to universal screening assessment reports (R-TFI 1.19, 1.20).	Evaluation, Monitor	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	principal, teachers, intervention team, instructional coach

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

The School Leadership Team collects Tier I system fidelity data, monitors the health and implementation of the School-Wide Reading Plan, and uses a process for data-based decision making (R-TFI 1.21, 1.22, 1.23, 1.25). This team provides a status report on student reading performance to stakeholders (R-TFI 1.27).	Monitor	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	principal, school leadership team

Activity - Grade-Level Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-Level Teams use a process for data-based decision making, monitor the implementation of grade-level instructional plans (R-TFI 1.24, 1.26). For Tier II supports, Grade-Level Teams monitor the percent of students responding to Tier II supports and adjust reading intervention supports based on individual student progress (R-TFI 2.13, 2.14).	Monitor	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	principal, grade level tea,s

Activity - Collecting and Monitoring Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school collects and monitors intervention data. For Tier II, this includes student access to reading intervention supports, progress-monitoring data with fidelity, utilizing a data system to display student reading progress, and the fidelity of Tier II interventions (F-TFI 2.9, 2.10, 2.11, 2.12). For Tier III, this includes diagnostic data, monitoring the percent of students responding to Tier III supports, the fidelity of Tier III interventions, and adjusting intensive reading intervention plans based on decision rules (R-TFI 3.9, 3.10, 3.11, 3.12).	Monitor	Tier 2		09/01/2019	06/01/2020	$0	No Funding Required	principal, classroom teachers (Tier 2), intervention team (Tier 3)

Strategy 6:

Family Involvement Opportunities - School staff will provide parents and families with learning opportunities and reading resources and materials to help support their

child's learning outside of school.

Category: School Culture

Tier: Tier 1

Activity - Family Reading Event	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of staff members will plan a family reading event during which families/parents will receive tips and resources that will help support student reading at home.	Parent Involvement	Tier 1		09/01/2019	06/01/2020	$800	Title I Schoolwide	committee, school improvement chair

Activity - Take Home Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All students in grades kindergarten through 3rd grade will have access to books from the take home library to check out and take home to share with their families that are at their independent reading level. Students will have an opportunity to exchange books every week during their scheduled library time.	Parent Involvement, Materials	Tier 1		09/01/2019	06/01/2020	$250	Title I Schoolwide	school improvement chair, classroom teachers

Activity - Individual Reading Improvement Plan take home bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the 3rd grade reading law and individual reading improvement plans, parents/families will have access to check out materials to support at home learning. Materials will be organized by reading skill. All materials are expected to be returned after use.	Parent Involvement, Materials	Tier 3		09/01/2019	06/01/2020	$500	Title I Schoolwide	school improvement chair, classroom teachers

Activity - GPS Book Mobile	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The GPS Book Mobile visits several locations within the community to provide free books to children from birth through fifth grade. Children who visit the Book Mobile are able to select books for summer reading.	Parent Involvement, Materials	Tier 1		09/01/2019	09/01/2020	$500	Title I Schoolwide	school improvement chair

Goal 2: All students at Walnut Hills Elementary will become proficient in math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on Math M-Step in Mathematics by 06/01/2020 as measured by Math M-Step.

Strategy 1:

Tier 1 Instruction - Grade level teams will collaborate to ensure solid and consistent Tier 1 math instruction within grade levels and across the school that focused on the most important standards for each grade level. Teachers will spend a majority of their instructional time focusing on the major clusters identified for their grade level.

Category: Mathematics

Tier: Tier 1

Activity - Implementation of Core Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All math teachers will teach math for a minimum of one hour each day. Investigations 3 will be utilized by all math teachers as the primary resources including pacing, lesson format and assessments. All unit assessments will be given on-line for data collection purposes. Teachers who are piloting a new curriculum with follow the program as intended. | Direct Instruction | Tier 1 | Implement | 09/01/2019 | 06/01/2020 | $0 | No Funding Required | classroom math teachers, instructional coach, principal |

Activity - Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will include the math power standards identified for their grade level in 65%-85% of their daily practices and lessons. Progress on these skills will be monitored through formative and summative assessments.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	classroom teachers, instructional coach, principal

Activity - Building Based Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will have access to a building based instructional coach. The instructional coach will work to bring evidence-based practices into classrooms by working with teachers and other school leaders. All classroom teachers will participate in at least one cycle of instructional coaching focused on student engagement during the 2019-2020 school year.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	instructional coach, classroom teachers, principal

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will utilize Reflex Math as a tool for students to practice math fact fluency.	Academic Support Program, Technology	Tier 1	Getting Ready	09/01/2019	06/01/2020	$0	No Funding Required	classroom teachers

Strategy 2:

Data-based Decision Making - Teachers will use formative and summative data to make instructional decisions.

Category: Mathematics

Tier: Tier 1

Activity - Grade-Level Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Grade level teams will meet weekly for 40 minutes as a grade level PLC. Teachers will focus on the 4 questions of a PLC to guide their conversation. Math essential standards will be a priority for these conversation around data and instruction. | Teacher Collaboration | Tier 1 | Getting Ready | 06/01/2019 | 09/01/2020 | $0 | No Funding Required | classroom teachers, instructional coach, principal |

Activity - Grade Level Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a process for data-based decision making and monitoring the implementation of grade-level instructional plans. Instructional plans will be monitored through this progress 5 times each year.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	classroom teachers, instructional coach, principal

Strategy 3:

Family Involvement - Staff will provide parents/families with learning opportunities, resources, and materials to support their child's learning outside of school.

Category: Mathematics

Tier: Tier 1

Activity - Family STEAM Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A staff committee will plan a Science Technology Engineering Art and Math (STEAM) Night for families. Families will have the opportunity to participate in several activities during the event and will also be supplied with materials to take home.	Extra Curricular, Parent Involvement, Community Engagement	Tier 1	Implement	09/01/2019	06/01/2020	$600	Title I Schoolwide	staff committee, school improvement chair, principal

Activity - Summer Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1-5 will be provided login information for Reflex Math to be utilized at home for fact fluency practice.	Extra Curricular	Tier 1	Implement	09/01/2019	06/01/2020	$200	Title I Schoolwide	school improvement chair, instructional coach, principal

Goal 3: All student at Walnut Hills Elementary will contribute to a safe school climate.

Measurable Objective 1:

collaborate to fully implement a systematic approach to behavior expectations and discipline aligned with MiBlsi by 06/01/2020 as measured by the School-Wide Information System (SWIS) and the School-Wide Positive Behavior Intervention and Supports Tiered Fidelity Inventory (SWPBIS-TFI) reaching and maintaining 70% fidelity.

Strategy 1:

Structured Teams - Structured teams will be established

Category: School Culture

Tier: Tier 1

Activity - School Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a school leadership team to support the implementation of the Tier 1, Tier 2, Tier 3 PBIS system that uses an effective team meeting process (SWPBIS-TFI 1.1, 1.2, 2.1, 2.2, 3.1, 3.2)	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team, Principal

Activity - Screening and Request for Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will use decision rules and multiple sources of data (office discipline referrals, performance data, academic progress, absences, teacher/family/school nominations) to identify students who require Tier 2 and Tier 3 supports and utilize a timely written request for assistance process for staff, families and students (SWPBIS-TFI 2.3, 2.4, 3.3).	Behavioral Support Program	Tier 2	Implement	09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team, Grade Level Teams, Child Study Team

Activity - Student Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A student support team will be established to design, implement, monitor, and adapt individualized student support plans (SWPBIS-TFI 3.4)	Behavioral Support Program, Evaluation	Tier 2		09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team, Behavior Coach, Prinicipal

Strategy 2:

Implementation of Positive Behavioral Interventions and Supports (PBIS) - Staff will work to implement PBIS consistently across all Tiers.

Category: School Culture

Tier: Tier 1

Activity - Teaching and Defining Behavior Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (behavior matrix) defined and in place (SWPBIS-TFI 1.3). The expected academics and social behaviors are taught directly to all student in classrooms and across other campus settings/locations (SWPBIS-TFI 1.4). The school also has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (flowchart) for addressing office-managed versus staff-managed problems (SWPBIS-TFI 1.5).	Behavioral Support Program	Tier 1		09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team, All Staff

Activity - Discipline Policies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently (SWPBIS-TFI 1.6).	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team, Principal, Classroom Teachers

Activity - Tier 1 Professional Develpment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices (handbook): (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance (SWPBIS-TFI 1.7)	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team

Activity - Classroom Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented withing classrooms and consistent with school-wide systems (SWPBIS-TFI 1.8).	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	Classroom Teachers, Behavior Coach, School Leadership Team

Activity - Feedback and Acknowledgement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least 80% of a sample of staff (interview at least 10% of staff) report currently using (within last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed, that is (a) linked to school-wide expectations, (f) used across settings and within classrooms, and (c) received by at least 80% of students (interview at least 10 students) (SWPBIS-TFI 1.10).	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	All Staff

Activity - Faculty Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty are shown school-wide data regularly and provide input on universal foundations (expectations, acknowledgements, definitions, consequences) at least every 12 months (SWPBIS-TFI 1.11).	Communication	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team

Activity - Student/Family/Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders (faculty, families, and students) provide input on universal foundations (expectations, consequences, and acknowledgements at least every 12 months) (SWPBIS-TFI 1.11).	Community Engagement, Communication	Tier 1	Getting Ready	09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team

Activity - Student Acknowledgements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A student acknowledgement system will be used. Individual students will have opportunities for rewards both weekly and monthly. School-wide acknowledgements will also be utilized randomly during the year to celebrate goals reached and progress with PBIS. Finally, students who participate in Tier 2 and 3 interventions, will have opportunities to receive acknowledgements by reaching goals for behavior improvement.	Behavioral Support Program, Implementation	Tier 1	Implement	09/01/2019	06/01/2020	$2500	Title I Schoolwide	School Leadership Team, School Improvement Chair

Strategy 3:

Implementation of a Behavior Intervention System - A Tier 2 and Tier 3 behavior intervention system will be established.

Category: School Culture

Tier: Tier 2

Activity - Intervention Process and Critical Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple ongoing behavior support interventions with documented evidence of effectiveness to match students needs are available that provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback. Interventions will be selected following a formal process that matches the intervention to student needs and adapts to improve the contextual fit (SWPBIS-TFI 2.5, 2.6, 2.7)	Behavioral Support Program	Tier 2	Getting Ready	09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team, Behavior Coach

Activity - Access to Intervention Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 supports are explicitly linked to Tier 1 supports and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports (SWPBIS-TFI 2.8). Likewise, students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports (SWPBIS-TFI 3.13).	Behavioral Support Program	Tier 2	Getting Ready	09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team, Behavior Coach

Activity - Tier 2 and 3 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 and 3 intervention as well as specific training around basic behavior theory, function of behavior theory, function of behavior, and function-based intervention training (SWPBIS-TFI 2.9, 3.7).	Professional Learning, Communication	Tier 2	Implement	09/01/2018	06/01/2019	$0	No Funding Required	School Leadership Team, All Staff

Strategy 4:

Ensuring Resources for Instruction, Assessment, and Data Analysis - Walnut Hills will have the resources necessary to fully implement School Wide PBIS.

Category: School Culture

Tier: Tier 1

Activity - Staffing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for students enrolled in Tier 2 and 3 supports (SWPBIS-TFI 3.5).	Behavioral Support Program	Tier 3	Getting Ready	09/01/2019	06/01/2020	$0	No Funding Required	Behavior Coach, Principal, School Leadership Team

Activity - Student/Family/Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team/school has a district contact person(s) with access to external support agencies and resources for planning and implementing non-school based interventions as needed (SWPBIS-TFI 3.6).	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	Behavior Coach, Principal

Activity - Quality of Life, Academic, Social, and Physical Assessment Indicators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment includes students strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (academics, health, career, social) (SWPBIS-TFI 3.8). Assessments data are available for academic behavioral, medical, and mental health strengths and needs (SWPBIS-TFI 3.9).	Behavioral Support Program	Tier 3	Getting Ready	09/01/2019	06/01/2020	$0	No Funding Required	Behavior Coach, School Leadership Team

Activity - Behavior Support Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (behavioral function) (SWPBIS-TFI 3.10). They also include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place (SWPBIS-TFI 3.11). Plans requiring extensive and coordinated support, documents quality of life strengths and needs to be completed by formal supporters (SWPBIS-TFI 2.12).	Behavioral Support Program	Tier 3	Getting Ready	09/01/2019	06/01/2020	$0	No Funding Required	Behavior Coach, School Leadership Team, Principal

Strategy 5:

Data-Based Decision Making - Data will be used to support PBIS decisions and/or changes.

Category: School Culture

Tier: Tier 1

Activity - Discipline Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student (SWIS) (SWPBIS-TFI 1.12).	Behavioral Support Program, Evaluation, Monitor	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	Behavior Coach, School Leadership Team

Activity - Data-based Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team reviews and uses Tier 1 discipline data and academic outcome data (curriculum-based measures, state tests) at least monthly for school-wide decision-making (SWPBIS-TFI 1.13). A team also reviews and uses Tier 2 and Tier 3 proportion and intervention outcomes data monthly, tracking the overall proportion of students participating in Tier 2 and Tier 3 supports and their success, altering supports based on established decision rules (SWPBIS-TFI 2.10, 2.11, 3.15, 3.16). Furthermore, aggregated Tier 3 data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes (SWPBIS-TFI 3.14).	Evaluation, Teacher Collaboration	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team, Behavior Coach, Reading Coach

Activity - Fidelity Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team reviews and uses SWPBIS fidelity (TFI) data at least annually (SWPBIS-TFI 1.14). A team also has a protocol for ongoing review of fidelity for each Tier 2 practice (SWPBIS-TFI 2.12).	Evaluation	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team

Activity - Annual Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least annually (including year-by-year comparisons), documentation of fidelity and effectiveness of Tier 1 practices (including on academic outcomes) and Tier 2 strategies (including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers) are shared with stakeholders (SWPBIS-TFI 1.15, 2.13). Tier 3 systems are assessed annually to see which Tier 3 supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning (SWPBIS-TFI 3.17).	Evaluation	Tier 1	Implement	09/01/2019	06/01/2020	$0	No Funding Required	School Leadership Team

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
Interventionist	Walnut Hills will have one interventionist on staff. The interventionist's main responsibility is to help obersee the Tier 3 intervention system as designed by the School Leadership Team. The intervention is will also manage data entry and collection, assist with communication between classroom teachers and paraprofessionals, provide resources to intervention parapros as needed, assist with monitoring the fidelity of Tier 3 interventions, offer DIBELS refreshers before benchmark testing windows, assess new students within 72 hours of start date, and assist in providing student Tier 3 interventions as needed.	Academic Support Program, Direct Instruction	Tier 3		09/01/2019	06/01/2020	$20036	principal, interventionist
Family STEAM Night	A staff committee will plan a Science Technology Engineering Art and Math (STEAM) Night for families. Families will have the opportunity to participate in several activities during the event and will also be supplied with materials to take home.	Extra Curricular, Parent Involvement, Community Engagement	Tier 1	Implement	09/01/2019	06/01/2020	$600	staff committee, school improvement chair, principal
Individual Reading Improvement Plan take home bags	As part of the 3rd grade reading law and individual reading improvement plans, parents/families will have access to check out materials to support at home learning. Materials will be organized by reading skill. All materials are expected to be returned after use.	Parent Involvement, Materials	Tier 3		09/01/2019	06/01/2020	$500	school improvement chair, classroom teachers
Summer Learning Opportunity	Students in grades 1-5 will be provided login information for Reflex Math to be utilized at home for fact fluency practice.	Extra Curricular	Tier 1	Implement	09/01/2019	06/01/2020	$200	school improvement chair, instructional coach, principal

GPS Book Mobile	The GPS Book Mobile visits several locations within the community to provide free books to children from birth through fifth grade. Children who visit the Book Mobile are able to select books for summer reading.	Parent Involvement, Materials	Tier 1		09/01/2019	09/01/2020	$500	school improvement chair
Delivery of Intervention Services	Walnut Hills will have 2 intervention paraprofessionals who will deliver Tier 3 skills-based intervention instruction to students who qualify for Tier 3 reading interventions. Interventions time will be outside of classroom Tier 1 time (90 minutes). Intervention paraprofessionals will follow the processes identified by the School Leadership Team and the Intervention Team for screening, data collection, and teacher communication.	Academic Support Program, Direct Instruction	Tier 3		09/01/2019	06/01/2020	$38690	principal, intervention paraprofessionals, interventionist, intervention team
Building Based Instructional Coach	Walnut Hills will have a building based instructional coach. The coach's chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. All teachers will participate in at least one coaching cycle during the 2019-2020 school year. All new staff members will participate in year long, ongoing instructional coaching cycles.	Professional Learning, Teacher Collaboration	Tier 1		09/01/2019	06/01/2020	$99159	principal, instructional coach, teachers
Family Reading Event	A committee of staff members will plan a family reading event during which families/parents will receive tips and resources that will help support student reading at home.	Parent Involvement	Tier 1		09/01/2019	06/01/2020	$800	committee, school improvement chair
Student Acknowledgements	A student acknowledgement system will be used. Individual students will have opportunities for rewards both weekly and monthly. School-wide acknowledgements will also be utilized randomly during the year to celebrate goals reached and progress with PBIS. Finally, students who participate in Tier 2 and 3 interventions, will have opportunities to receive acknowledgements by reaching goals for behavior improvement.	Behavioral Support Program, Implementation	Tier 1	Implement	09/01/2019	06/01/2020	$2500	School Leadership Team, School Improvement Chair
Take Home Books	All students in grades kindergarten through 3rd grade will have access to books from the take home library to check out and take home to share with their families that are at their independent reading level. Students will have an opportunity to exchange books every week during their scheduled library time.	Parent Involvement, Materials	Tier 1		09/01/2019	06/01/2020	$250	school improvement chair, classroom teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staffing	An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for students enrolled in Tier 2 and 3 supports (SWPBIS-TFI 3.5).	Behavioral Support Program	Tier 3	Getting Ready	09/01/2019	06/01/2020	$0	Behavior Coach, Principal, School Leadership Team
Screening and Request for Assistance	Grade level teams will use decision rules and multiple sources of data (office discipline referrals, performance data, academic progress, absences, teacher/family/school nominations) to identify students who require Tier 2 and Tier 3 supports and utilize a timely written request for assistance process for staff, families and students (SWPBIS-TFI 2.3, 2.4, 3.3).	Behavioral Support Program	Tier 2	Implement	09/01/2019	06/01/2020	$0	School Leadership Team, Grade Level Teams, Child Study Team
Professional Learning Communities	Teachers will participate as members of a professional learning community within the school and within their grade level. PLCs will meet before school for approximately 40 minutes each week. During the meetings, teacher will focus on the 4 questions of a PLC to help support student learning. Notes and agendas will be kept in a google folder and be updated weekly.	Professional Learning, Teacher Collaboration	Tier 1		08/01/2019	06/01/2020	$0	principal, classroom teachers
Tier 1 Professional Develpment	A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices (handbook): (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance (SWPBIS-TFI 1.7)	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/01/2020	$0	School Leadership Team
Behavior Support Plans	Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (behavioral function) (SWPBIS-TFI 3.10). They also include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place (SWPBIS-TFI 3.11). Plans requiring extensive and coordinated support, documents quality of life strengths and needs to be completed by formal supporters (SWPBIS-TFI 2.12).	Behavioral Support Program	Tier 3	Getting Ready	09/01/2019	06/01/2020	$0	Behavior Coach, School Leadership Team, Principal

Evidence-based Reading Interventions	The school uses a formal process for selecting evidence-based reading interventions (R-TFI 2.3).	Academic Support Program	Tier 2		09/01/2019	06/01/2020	$0	principal, classroom teachers (tier 2), intervention team (tier 3)
Universal Screening	Staff collect universal reading screening data with fidelity and the school uses a data system(s) that allows access to universal screening assessment reports (R-TFI 1.19, 1.20).	Evaluation, Monitor	Tier 1		09/01/2019	06/01/2020	$0	principal, teachers, intervention team, instructional coach
Grade-Level Teams	Grade-Level Teams are established to support the implementation of Tier 1 reading instruction and use an effective team meeting process (R-TFI 1.4, 1.5) These teams work to support students who are not making adequate progress in the Tier I core reading curriculum as well as students with intensive reading needs (R-TFI 2.2, 3.1).	Teacher Collaboration	Tier 1		09/01/2019	06/01/2020	$0	Principal, MTSS reading coach, instructional coach, teachers
Core Reading Program	Written guidelines are available for teaching the core reading program (R-TFI 1.12).	Direct Instruction	Tier 1		09/01/2019	06/01/2020	$0	Instructional Coach
Intervention Implementation Supports	All staff providing reading interventions and intensive reading intervention plans receive implementation supports (R-TFI 2.8, 3.8).	Professional Learning	Tier 2		09/01/2019	06/01/2020	$0	instructional coach & interventionist
Student Support Team	A student support team will be established to design, implement, monitor, and adapt individualized student support plans (SWPBIS-TFI 3.4)	Behavioral Support Program, Evaluation	Tier 2		09/01/2019	06/01/2020	$0	School Leadership Team, Behavior Coach, Prinicipal
Reading Interventions and Plans	The school uses a data-based process for matching student needs to specific reading interventions and uses a variety of data sources to design intensive reading intervention plans (R-TFI 2.4, 3.5).	Academic Support Program, Monitor	Tier 2		09/01/2019	06/01/2020	$0	principal, classroom teachers (tier 2), intervention team (tier 3)
Student Support Teams	A Student Support Team that uses an effective team meeting process, is established to improve students' reading performance. There is a formal process for teachers to request the assistance for students who have not responded to previous interventions (R-TFI 3.2, 3.3, 3.4).	Monitor	Tier 3		09/01/2019	06/01/2020	$0	Principal, MTSS reading coach interventionist

School Leadership Teams	The School Leadership Team collects Tier I system fidelity data, monitors the health and implementation of the School-Wide Reading Plan, and uses a process for data-based decision making (R-TFI 1.21, 1.22, 1.23, 1.25). This team provides a status report on student reading performance to stakeholders (R-TFI 1.27).	Monitor	Tier 1		09/01/2019	06/01/2020	$0	principal, school leadership team
Fidelity Data	A team reviews and uses SWPBIS fidelity (TFI) data at least annually (SWPBIS-TFI 1.14). A team also has a protocol for ongoing review of fidelity for each Tier 2 practice (SWPBIS-TFI 2.12).	Evaluation	Tier 1	Implement	09/01/2019	06/01/2020	$0	School Leadership Team
Professional Learning	Professional learning is purposely selected for supporting the implementation of a School-Wide Reading Plan (R-TFI 1.15).	Professional Learning	Tier 1		09/01/2019	06/01/2020	$0	principal, school leadership team
Tier 2 Interventions	Teachers will use formative assessment information of essential standards to identify students for Tier 2 reading interventions. These groups will be flexible and change often. The purpose of meeting in a small group is to reteach a grade level skill in a different way so that students who did not master it in Tier 1 will master it with Tier 2 support.	Academic Support Program, Direct Instruction	Tier 2		09/01/2019	06/01/2020	$0	principal, classroom teachers
Instructional Coaching	All staff have access to Instructional coaching (R-TFI 1.17). All teaching staff will participate in at least one instructional coaching cycle during the 2019-2020 school year. All new teachers will participate in year long, on going instructional coaching.	Professional Learning, Teacher Collaboration	Tier 1		09/01/2019	06/01/2020	$0	instructional coach, principal
Grade-Level Teams	Grade level teams will meet weekly for 40 minutes as a grade level PLC. Teachers will focus on the 4 questions of a PLC to guide their conversation. Math essential standards will be a priority for these conversation around data and instruction.	Teacher Collaboration	Tier 1	Getting Ready	06/01/2019	09/01/2020	$0	classroom teachers, instructional coach, principal
School-Wide Reading Assessments	The school has identified an individual(s) to assist in the data coordination for school-wide reading assessments (R-TFI 1.13).	Evaluation, Monitor	Tier 1		09/01/2019	06/01/2020	$0	principal
Reflex Math	Math teachers will utilize Reflex Math as a tool for students to practice math fact fluency.	Academic Support Program, Technology	Tier 1	Getting Ready	09/01/2019	06/01/2020	$0	classroom teachers

Data-based Decision Making	A team reviews and uses Tier 1 discipline data and academic outcome data (curriculum-based measures, state tests) at least monthly for school-wide decision-making (SWPBIS-TFI 1.13). A team also reviews and uses Tier 2 and Tier 3 proportion and intervention outcomes data monthly, tracking the overall proportion of students participating in Tier 2 and Tier 3 supports and their success, altering supports based on established decision rules (SWPBIS-TFI 2.10, 2.11, 3.15, 3.16). Furthermore, aggregated Tier 3 data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes (SWPBIS-TFI 3.14).	Evaluation, Teacher Collaboration	Tier 1	Implement	09/01/2019	06/01/2020	$0	School Leadership Team, Behavior Coach, Reading Coach
Annual Evaluation	At least annually (including year-by-year comparisons), documentation of fidelity and effectiveness of Tier 1 practices (including on academic outcomes) and Tier 2 strategies (including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers) are shared with stakeholders (SWPBIS-TFI 1.15, 2.13). Tier 3 systems are assessed annually to see which Tier 3 supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning (SWPBIS-TFI 3.17).	Evaluation	Tier 1	Implement	09/01/2019	06/01/2020	$0	School Leadership Team
Access to Intervention Supports	Tier 2 supports are explicitly linked to Tier 1 supports and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports (SWPBIS-TFI 2.8). Likewise, students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports (SWPBIS-TFI 3.13).	Behavioral Support Program	Tier 2	Getting Ready	09/01/2019	06/01/2020	$0	School Leadership Team, Behavior Coach
Assessment Schedule	A school-wide reading universal screening assessment schedule is available (R-TFI 1.14).	Evaluation, Monitor	Tier 1		09/01/2019	06/01/2020	$0	principal
Quality of Life, Academic, Social, and Physical Assessment Indicators	Assessment includes students strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (academics, health, career, social) (SWPBIS-TFI 3.8). Assessments data are available for academic behavioral, medical, and mental health strengths and needs (SWPBIS-TFI 3.9).	Behavioral Support Program	Tier 3	Getting Ready	09/01/2019	06/01/2020	$0	Behavior Coach, School Leadership Team

Building Based Instructional Coach	Math teachers will have access to a building based instructional coach. The instructional coach will work to bring evidence-based practices into classrooms by working with teachers and other school leaders. All classroom teachers will participate in at least one cycle of instructional coaching focused on student engagement during the 2019-2020 school year.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/01/2019	06/01/2020	$0	instructional coach, classroom teachers, principal
School Leadership Teams	Establish a school leadership team to support the implementation of the Tier 1 reading system that uses an effective team meeting process and coordinates with other school teams (R-TFI 1.1, 1.2, 1.3). The School Leadership Team defines a process to be used by Grade-Level Teams for supporting students with reading skill deficits (R-TFI 2.1).	Implementation	Tier 1		09/01/2019	06/01/2020	$0	Principal, MTSS reading Coach, school leadership team
Faculty Involvement	Faculty are shown school-wide data regularly and provide input on universal foundations (expectations, acknowledgements, definitions, consequences) at least every 12 months (SWPBIS-TFI 1.11).	Communication	Tier 1	Implement	09/01/2019	06/01/2020	$0	School Leadership Team
Implementation of Core Math Program	All math teachers will teach math for a minimum of one hour each day. Investigations 3 will be utilized by all math teachers as the primary resources including pacing, lesson format and assessments. All unit assessments will be given on-line for data collection purposes. Teachers who are piloting a new curriculum with follow the program as intended.	Direct Instruction	Tier 1	Implement	09/01/2019	06/01/2020	$0	classroom math teachers, instructional coach, principal
Classroom Procedures	Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented withing classrooms and consistent with school-wide systems (SWPBIS-TFI 1.8).	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/01/2020	$0	Classroom Teachers, Behavior Coach, School Leadership Team
Essential Standards	Math teachers will include the math power standards identified for their grade level in 65%-85% of their daily practices and lessons. Progress on these skills will be monitored through formative and summative assessments.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/01/2019	06/01/2020	$0	classroom teachers, instructional coach, principal
Intervention Scheduling	The scheduling of reading interventions is coordinated with Tier I reading supports (R-TFI 2.7).	Academic Support Program	Tier 2		09/01/2019	06/01/2020	$0	classroom teachers (Tier 2), intervention team (Tier 3)

Teaching and Defining Behavior Expectations	The school has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (behavior matrix) defined and in place (SWPBIS-TFI 1.3). The expected academics and social behaviors are taught directly to all student in classrooms and across other campus settings/locations (SWPBIS-TFI 1.4). The school also has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (flowchart) for addressing office-managed versus staff-managed problems (SWPBIS-TFI 1.5).	Behavioral Support Program	Tier 1		09/01/2019	06/01/2020	$0	School Leadership Team, All Staff
Discipline Policies	The school policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently (SWPBIS-TFI 1.6).	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/01/2020	$0	School Leadership Team, Principal, Classroom Teachers
Discipline Data	A team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student (SWIS) (SWPBIS-TFI 1.12).	Behavioral Support Program, Evaluation, Monitor	Tier 1	Implement	09/01/2019	06/01/2020	$0	Behavior Coach, School Leadership Team
Tier 2 and 3 Professional Development	A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 and 3 intervention as well as specific training around basic behavior theory, function of behavior theory, function of behavior, and function-based intervention training (SWPBIS-TFI 2.9, 3.7).	Professional Learning, Communication	Tier 2	Implement	09/01/2018	06/01/2019	$0	School Leadership Team, All Staff
Grade Level Problem Solving	Teachers will use a process for data-based decision making and monitoring the implementation of grade-level instructional plans. Instructional plans will be monitored through this progress 5 times each year.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/01/2019	06/01/2020	$0	classroom teachers, instructional coach, principal
Intervention Grouping and Variables	Intervention groups are appropriate for students receiving reading intervention and intervention variables are altered to intensify reading intervention supports, as needed (R-TFI 2.5, 3.6).	Academic Support Program	Tier 2		09/01/2019	06/01/2020	$0	principal, classroom teachers (tier 2), intervention team (tier 3)
School Leadership Teams	Establish a school leadership team to support the implementation of the Tier 1, Tier 2, Tier 3 PBIS system that uses an effective team meeting process (SWPBIS-TFI 1.1, 1.2, 2.1, 2.2, 3.1, 3.2)	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/01/2019	06/01/2020	$0	School Leadership Team, Principal

General Education Leadership Network Essential Practices (GELN)	The Essential Practices are research-based classroom practices that were created to help increase teacher capacity to improve children's literacy achievement. The focus of the document is on classroom practices, rather than on school- or systems-level practices. The school will uses these practices to guide the creation of job-embedded professional learning for teachers. In addition, teachers will use these practices as part of their dialogue during PLC and GLPS discussions, coaching cycles, and inquiry meetings with the building administrator.	Direct Instruction, Teacher Collaboration	Tier 1		09/01/2019	06/01/2020	$0	Principal, Instructional Coach, Reading Teachers
Collaboration with parents/guardians	The school notifies and invites parents/guardians to collaborate on reading intervention plans for their child (R-TFI-2.6, 3.7).	Parent Involvement, Communication	Tier 2		09/01/2019	06/01/2020	$0	principal, classroom teachers (tier 2), interventionist (tier 3)
School-Wide Reading Plan	The school has a school-wide reading plan that allocates a minimum of 90 minutes for core reading instruction and incorporates grade level instructional plans with an emphasis on Tier I instruction (R-TFI 1.7, 1.8, 1.9).	Direct Instruction, Implementation	Tier 1		09/01/2019	06/01/2020	$0	Principal, MTSS Reading Coach, Instructional coach, classroom teachers
Student/Family/Community Involvement	The team/school has a district contact person(s) with access to external support agencies and resources for planning and implementing non-school based interventions as needed (SWPBIS-TFI 3.6).	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/01/2020	$0	Behavior Coach, Principal
Student/Family/Community Involvement	Stakeholders (faculty, families, and students) provide input on universal foundations (expectations, consequences, and acknowledgements at least every 12 months) (SWPBIS-TFI 1.11).	Community Engagement, Communication	Tier 1	Getting Ready	09/01/2019	06/01/2020	$0	School Leadership Team
Collecting and Monitoring Data	The school collects and monitors intervention data. For Tier II, this includes student access to reading intervention supports, progress-monitoring data with fidelity, utilizing a data system to display student reading progress, and the fidelity of Tier II interventions (F-TFI 2.9, 2.10, 2.11, 2.12). For Tier III, this includes diagnostic data, monitoring the percent of students responding to Tier III supports, the fidelity of Tier III interventions, and adjusting intensive reading intervention plans based on decision rules (R-TFI 3.9, 3.10, 3.11, 3.12).	Monitor	Tier 2		09/01/2019	06/01/2020	$0	principal, classroom teachers (Tier 2), intervention team (Tier 3)

Feedback and Acknowledgement	At least 80% of a sample of staff (interview at least 10% of staff) report currently using (within last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed, that is (a) linked to school-wide expectations, (f) used across settings and within classrooms, and (c) received by at least 80% of students (interview at least 10 students) (SWPBIS-TFI 1.10).	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/01/2020	$0	All Staff
Intervention Process and Critical Features	Multiple ongoing behavior support interventions with documented evidence of effectiveness to match students needs are available that provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback. Interventions will be selected following a formal process that matches the intervention to student needs and adapts to improve the contextual fit (SWPBIS-TFI 2.5, 2.6, 2.7)	Behavioral Support Program	Tier 2	Getting Ready	09/01/2019	06/01/2020	$0	School Leadership Team, Behavior Coach
System-Level Coaching	The School Leadership Team uses system-level coaching (R-TFI 1.16).	Implementation, Teacher Collaboration	Tier 1		09/01/2019	06/01/2020	$0	principal, MTSS coaches, school leadership team
Grade-Level Teams	Grade-Level Teams use a process for data-based decision making, monitor the implementation of grade-level instructional plans (R-TFI 1.24, 1.26). For Tier II supports, Grade-Level Teams monitor the percent of students responding to Tier II supports and adjust reading intervention supports based on individual student progress (R-TFI 2.13, 2.14).	Monitor	Tier 1		09/01/2019	06/01/2020	$0	principal, grade level tea,s