



# **School Improvement Plan**

**Rawsonville Elementary School**

**Van Buren Public Schools**

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and 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?**

Our team got together and explored the following data: student surveys, staff surveys, family surveys, community surveys, NWEA data, DRA data, math assessments, student services, and family involvement.

### **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?**

Perception data:

Our students and parents rated "Purpose and Direction" as the highest category on our school-wide survey. The staff rated "Using Results for Continuous Improvement" as the highest category. Staff, students, and parents are happy with Leader in Me. The staff and parents feel that there is a positive learning culture that is focused on student achievement. The students feel safe and are happy with their teachers.

Student achievement:

More 3rd and 4th grade students were more proficient in Math on the MStep than ELA. The number of 4th grade students who were not proficient decreased in ELA, and the number of 3rd grade students who were not proficient decreased in Math. The number of 4th students partially proficient in Math increased.

Our kindergarten and 4th grade students have the highest percentage (81%) of students at or above grade level in the building according to DRA testing. 1st grade will be a focus in the fall to keep the current percentage of these students consistent, and we will work to raise the other grades' scores.

NWEA reading scores show that 56% of 2nd graders are at or above grade level, which is the highest in the building. 87% of first graders are meeting or exceeding growth on NWEA reading, which is the highest in the building. 1st and 2nd grade showed an increase in students at or above grade level from winter to spring. 1st-4th grade students are at 48% or more reaching their growth goal in reading.

NWEA math scores show that 56% of 1st graders are at or above grade level and 91% are meeting or exceeding growth, which is the highest in the building. 1st-4th grade students are at 47% or more reaching their growth goal in math.

Programs/process:

103 students are receiving Tier 2 and 3 reading intervention. 8 students are receiving Tier 2 and 3 math intervention. 23 students receive social worker services and roughly 300 students receive Second Step lessons. 20 students are receiving services from the resource room. 53 students receive speech and language services (2 attend a private school). The two cognitively impaired classrooms house 24 students total. MTSS has provided extra intervention to 41 students in grades K-4.

Demographic:

Rawsonville houses roughly 373 students. The population is 52% African American, 39% Caucasian, and 8% Hispanic, Multi-ethnic, American Indian, Asian, and Middle Eastern. The students are 49% male and 51% female. 75% are economically disadvantaged (decreased by 7% from 17-18). 19 students are ELL. We have 31 full-time teachers. 84% Caucasian and 16% are African American. 90%  
SY 2019-2020

are female and 10% are male. 13% have Bachelor's Degree, 70% have Master's Degree, and 17% have 2 Master's Degrees. 67% of our teachers have 16 or more years teaching.

**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.**

According to NWEA, every grade has a different strength in ELA. We are going to continue small group class instruction, intervention, and enrichment to meet the needs of all students. We are also going to work on student test readiness. On the NWEA math test, 2nd and 3rd grade are doing well in geometry while the other grades are doing well in numbers (K), numbers and operations (1st), and operations and algebraic thinking (4th). We are focusing on small group instruction in math to meet the needs of all students. Overall, we plan to provide ample opportunities for differentiated instruction and intervention, including MTSS, as allowed by the district. We will continue to implement PBIS and Leader in Me as it seems to be improving behavior.

**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?**

The goals address all students in the school, this includes children 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.

Each goal and strategy in the plan is set up to reach all students regardless of age, grade, or ability.

### 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).

All methods are based on research conducted by the School Improvement Team or district personnel. All strategies are described as increasing the quality and quantity of student instruction.

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

The strategies align with students' achievement in all subjects and behavior as found by the comprehensive needs assessment

### 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.

Intervention groups (focusing on LLI), classroom small group, and individual instruction for academics and behavior. We also use reading enrichment groups to provide students with small group instruction based on their reading level.

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

Student improvement is discussed at grade level professional learning team meetings, staff meetings, MTSS meetings, and Individual Development Plan meetings. As students progress, their instruction is modified as needed.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes		

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Coming into the 18-19 school year, we had 3 teachers transfer to other schools within the district. Our coach transferred to another school within the district as well. We had 4 teachers transfer to Rawsonville from other schools within the district and hired a coach from outside of the district.

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

67% of our teaching staff has 16 or more years of teaching experience. 87% of our teaching staff has a Master's Degree.

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

We post available positions in the building and online. We provide mentoring and workshops.

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

The district posts job openings online. The district provides workshops, mentoring, and coaching. Teachers also received an increase in salary this school year.

### 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?

The turnover has been between schools and not teachers leaving the district.

## 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.**

During professional development in August, the district allows teachers to choose professional development that they felt applied to them and buildings are also allowed to plan building-based professional development activities geared toward the building. For next school year, our school will provide training in Leader in Me, reading and writing strategies, MTSS, and other areas that are required.

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

There are multiple professional development opportunities throughout the school year, as well as coaches and mentors that are brought in to supplement.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The professional learning plan is supplied by the district.	

## Component 6: Strategies to Increase Parental Involvement

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

We have parent representation on our school and district improvement teams. Parents were also given a survey for further input.

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

We have parent representation on our school and district improvement team that help to implement the plan. They were also involved through the parent survey. For next year, we hope that our parent coordinator is able to attend meetings as often as possible.

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

We have parent representation on our school and district improvement team, and the parents help to evaluate how the plan is working through surveys.

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		Parent Compact

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

This portion is included in the Parent Compact and includes the following: involving parents in the program, conducting meetings with parents including provisions for flexible scheduling, and opportunities provided for parents to formulate suggestions, interact, and share experiences.

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

Our parent liaison helps with the parent involvement portion.

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

Staff takes parent comments and suggestions from the parent survey into consideration as we evaluate the plan.

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

A small group of teachers collaborated according to the Title I guidelines.

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

The parent compact was distributed and discussed at conferences.

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

Non-applicable

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Compact 18-19

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

Everyday Math and Journeys both have a Spanish version for parents. The report card is user-friendly. Teachers go through assessments with parents at conferences to walk through any concerns and clarify as needed.

## **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?**

Kindergarten round-up takes place in the spring. Kinder-camp takes place right before school begins.

**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?**

The school provides a summer three day kinder-camp. Curriculum is discussed at kindergarten round-up.

## **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?**

The district chooses assessments that are given. These scores are collected building-wide and shared to the whole district. If there are any decisions that need to be made regarding assessments, the topic is brought up to the building leadership team.

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

Grade level teams reviewed data on the students working just below grade level, as well as interventions being used. All common assessments are put into a building Google Document by the classroom teacher. From there, grade level scores are averaged and put into a performance management tool. This tool is reviewed by the building leadership team/school improvement team and shared with the entire district for analyzing data monthly.

## **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.**

State testing, NWEA, and common assessment data are reviewed as assessments are completed, and we differentiate instruction accordingly, including changing ELA enrichment groups quarterly. Students that are below grade level or proficiency will be identified to receive targeted math and reading interventions as needed, as well as MTSS focus.

### **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?**

Our reading intervention teachers meet with students who are performing below grade level on a daily basis. These students are chosen based on a variety of assessments and teacher observations. Students who continue to struggle receive MTSS support and have the possibility of being referred to special education testing.

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

Small intervention groups are pulled out for reading and math. Leveled Literacy Intervention (LLI) is used for grades K-4 for reading intervention. Teachers also have one-on-one and small group instruction to meet individual needs. Accommodations and modifications from individualized education programs and 504 plans are also utilized.

## **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.**

The programs are chosen by the district and are aligned with the district and school improvement plans.

Programs: Phonics first and LLI

Teachers that use these programs are paid with Title I funds

**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.**

NWEA, DRA, and phonics/MLPP assessments are used to determine whether students qualify for phonics and reading intervention. Data Rainbow charts are utilized to group students according to their instructional level and progress is monitored for each instructional learning cycle to identify growth and/or deficits.

**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.**

We do not receive any of these programs.

## **Evaluation:**

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

The program evaluation tool is used to evaluate LLI. For LLI, reading intervention teachers complete a running record weekly, and if students are on grade level, they test out of the program because they have reached their goal.

### **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.**

Data is entered on the building's Google Document and shared with the district through the performance management tool. The building leadership team/school improvement team thoroughly discusses and analyzes the school-wide data.

### **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.**

By discussing and analyzing the assessments from the Google Document, the school improvement team and building turnaround team check to see if students are achieving their goals and how we can be more successful in the future. The Google Document allows us to see multiple assessments at once and look for trends and areas in need of improvement.

### **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 comprehensive needs assessment guides the revising and editing of the school improvement plan. We look at demographic, process, and perception data.

# **2018-2021 Updated Plan**

## Overview

### Plan Name

2018-2021 Updated Plan

### Plan Description

This plan has been updated in May 2019.

## 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	Increase the extent to which all students are proficient in English language arts as measured by state testing (M-step), NWEA, and DRA2 given annually through spring of 2021.	Objectives: 1 Strategies: 6 Activities: 15	Academic	\$231185
2	Increase the extent to which all students are proficient in Mathematics as measured by state testing, NWEA, grade level common assessments, and Everyday Math assessments given annually through spring of 2021	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$204100
3	Increase the extent to which all students are proficient in Science as measured by grade level common assessments through spring of 2021	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$350
4	Increase the extent to which all students are proficient in Social Studies as measured by grade level common assessments through spring of 2021	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3410
5	Increase the extent to which all students demonstrate positive behavior by the spring of 2021	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$122870
6	Family engagement will help to keep parents connected to the school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1500

## Goal 1: Increase the extent to which all students are proficient in English language arts as measured by state testing (M-step), NWEA, and DRA2 given annually through spring of 2021.

### Measurable Objective 1:

60% of All Students will demonstrate a proficiency in English Language Arts in English Language Arts by 06/30/2021 as measured by state testing, NWEA, DRA2..

### Strategy 1:

Differentiated small groups - Teachers will provide differentiated instruction based on students' needs as determined by state testing data, NWEA data, and DRA2 that measure progress toward grade level proficiency. The school will use a system to identify, monitor, and provide tiered interventions for students at-risk of not achieving core reading standards. Focus for K-4 will be on RLAC, eSpark, Raz Plus, Journeys, Jan Richardson's Guided Reading strategies, and Leveled Literacy Intervention. These programs will be used for differentiated instruction.

Category: English/Language Arts

Research Cited: Marzano, R. (2004). Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. New Jersey: Prentice Hall.

Serravallo, J. (2015). The Reading Strategies Book. Portsmouth, NH: Heinemann.

Marzano studies show that providing high quality instruction differentiated to student needs is essential for improving instructional effectiveness for student populations with increasing diversity. While many available resources describe characteristics of differentiating instruction, fewer resources assist with practical suggestions for making it happen in classrooms (Marzano, 2003).

Tier: Tier 2

Activity - ELA Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of ELA intervention groups and differentiated instruction with walk-throughs, lesson plans, and program fidelity checks. We purchased Jan Richardson's "Literacy Footprints." K-3 will continue to utilize RLAC foundational literacy skills. Leveled Literacy Intervention will also be used for differentiated instruction for all grades.	Academic Support Program	Tier 2	Monitor	07/01/2018	06/30/2021	\$10000	Title I Part A	Principal, Title I teachers, Classroom teachers

Activity - Phonics Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RLAC will still be taught daily for foundational literacy skills. We will replenish necessary supplies, including dry erase markers, red word screens, dry erase boards, and red crayons.	Direct Instruction	Tier 1	Monitor	07/01/2018	06/30/2021	\$2325	Title I Part A	Administration

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Activity - Intervention staff and support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four reading/math intervention teachers and four reading/math paraprofessionals will be utilized. The Title 1 or 31a instructional staff will provide pull-out, large and small group differentiated instruction in reading instruction with both narrative and informational text, including informational reading with science and social studies materials. Each kindergarten and first grade classroom will have a reading paraprofessional.	Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 1	Evaluate	07/01/2018	06/30/2021	\$200000	Title I Part A, Section 31a	Building principals, teachers, and ELA intervention staff
Activity - Kindergarten Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Each building Kindergarten teachers will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively.	Evaluation, Academic Support Program	Tier 1	Evaluate	07/01/2019	08/22/2019	\$250	Title I Part A	Director of instruction, building administration, and Kindergarten teaching staff
Activity - ESGI Computer Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESGI will be used for kindergarten. It's a computerized, quick assessment that allows for immediate turn-around of data to plan for small group instruction. Kindergarten teachers will be trained.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2021	\$0	Other	Principal. kindergarten staff
Activity - Illuminate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Illuminate will be used for reading, math, and grade level common assessments.	Technology	Tier 2	Monitor	07/01/2018	06/30/2021	\$0	No Funding Required	Building principals, teachers
Activity - Computer Software (Raz Plus)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A software program, such as Raz Kids Plus, will be used during small group rotations. Students will work on phonics, fluency, and comprehension skills. We will need subscriptions and hardware, such as headphones with microphones.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2021	\$8460	Title I Part D	Principal, classroom teachers, intervention teachers

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Activity - Instructional Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will be working on critical thinking strategies building wide (K-4). We will be using data binders and critical thinking resources to teach higher order thinking skills.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/18/2021	\$2000	Title I Part A	Whole staff

**Strategy 2:**

Building coach - A building coach will be utilized to help teachers with best practices, mentor teachers, and provide guidance and support.

Category: Learning Support Systems

Research Cited: Aguilar, E. (2013). The art of coaching. Jossey-Bass.

Tier: Tier 1

Activity - Book study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will read "What Are the Rest of the Kids Doing" by Lindsey Moses and work toward implementing the instructional tools. 25 copies of the book will be purchased.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$700	Title I Part A	Building principal, all teaching staff

**Strategy 3:**

Project Based Learning - Some staff will be piloting project-based learning in their classrooms.

Category: English/Language Arts

Research Cited: David, J. (2008). What research says about ... / project-based learning. Alexandria, VA. ASCD.

Tier: Tier 1

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some teachers will begin utilizing project based learning in their classrooms. These teachers will be sent to professional development for further information.	Academic Support Program	Tier 1	Getting Ready	07/01/2018	06/30/2021	\$0	Title II Part A	Administration, building principal, teaching staff

Activity - Project Based Learning Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will receive training on project based learning.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Whole staff

**Strategy 4:**

Grade Level Common Writing Assessments - The leadership team will create grade level writing assessments, including prompts and rubrics. This assessments will be used 4 times a year to assess student growth. In conjunction with this, teachers will provide differentiated instruction based on students' needs, as determined by state testing and district-provided common writing rubrics. Alternative resources will be used based on students' needs.

Category: English/Language Arts

Research Cited: Culham, R. (2003). 6+1 Traits of Writing. Portland, OR: Northwest Regional Educational Laboratory.

The research showed that activities, such as having students analyze models of good writing, explicitly teaching students strategies for planning, revising, and editing their work, involving students in the collaborative use of these writing strategies, and assigning specific goals for each writing project help to make stronger writers. It is recommended that students have daily writing experiences, learn to use the writing process for a variety of writing purposes, and become a part of a community of writers that includes teachers.

CCCC Committee on Assessment. (2006). Writing Assessment: A Position Statement. Urbana, IL. National Council of Teachers of English.

Tier: Tier 1

Activity - Reflective writing and writing process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reflective writing and the writing process in daily writing in order to be successful on grade level common writing assessments and the MAISA units. Lined paper, composition books, writing process folders (1st-4th), and copy paper will be purchased.	Academic Support Program, Materials	Tier 1	Implement	07/01/2018	06/30/2021	\$450	Title I Part A	Administrati on
Activity - Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be offered to go to professional development on writing at Wayne RESA.	Professiona l Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1000	Title II Part A	Classroom teachers

**Strategy 5:**

After school tutoring and summer school - Identified students will have the opportunity to work with teachers in an after school program and summer school in order to build skills, receive writing assistance, and participate in more individualized writing instruction.

Category: English/Language Arts

Research Cited: The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD. Hock, Pulvers, Deschler & Schumaker. (2001).

Results of the studies showed that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors. Additionally, researchers found that tutors could teach strategies during their tutoring sessions and that students

could learn the strategies while they worked on their class assignments. Finally, researchers found that some students continued to be successful after tutoring ended indicating that they were able to use the strategy they had learned in a generative fashion

Tier: Tier 2

Activity - After school tutoring and summer school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified because they need additional support in the area of writing will be encouraged to participate in an after school program and summer school with the interventionists and teachers to master basic writing skills.	Academic Support Program	Tier 2	Monitor	07/01/2018	06/30/2021	\$6000	Section 31a	Building administration, Title I staff, 31a staff, classroom teachers

**Strategy 6:**

ELL Student intervention - ELL students identified by WIDA data who need support in the area of writing will receive additional support from ELL consultants hired from Wayne RESA

Category: Learning Support Systems

Research Cited: Linan-Thompson, S. and Vaughn, S. (2007). Research-Based Methods of Reading Instruction for English Language Learners, Grades K–4. Alexandria, VA.

This research shows that the ultimate goals are reading for understanding, learning, and interest. It's also important to build oral language skills in ELL students through reading and writing.

Tier: Tier 2

Activity - ELL Student intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students' academic language skills will be developed through differentiation in the classroom and use of the Sheltered Instruction Observation Protocol (SIOP) Model	Academic Support Program	Tier 2	Monitor	07/01/2018	06/30/2021	\$0	Other	ELL consultants, building principals

**Goal 2: Increase the extent to which all students are proficient in Mathematics as measured by state testing, NWEA, grade level common assessments, and Everyday Math assessments given annually through spring of 2021**

**Measurable Objective 1:**

47% of All Students will demonstrate a proficiency in curriculum in Mathematics by 06/30/2021 as measured by state testing, NWEA, power standard assessments, and Everyday Mathematics assessments..

**Strategy 1:**

Everyday Math Continuation - Everyday Math implementation will continue. There will be a stress on the online portion of Everyday Math.

Category: Mathematics

Research Cited: Carroll, W. M., & Issacs, A. C. (2003). Achievement of students using the University of Chicago School Mathematics Project's Everyday Mathematics. In S. Senk & D. Thompson (Eds.), Standards-based school mathematics curricula: What are they? What do students learn? (pp. 9-22). Mahwah, NJ: Erlbaum.

The research showed that Everyday Mathematics has consistently been shown to be effective in increasing student achievement in a variety of measures as evidenced in multiple studies.

Tier: Tier 1

Activity - Differentiated small groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of differentiated small groups in mathematics through walk-throughs, lesson plans, and assessments. Distribute Everyday Mathematics materials that are necessary to successfully implement the program, including rulers, dry erase markers, and dry erase boards.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2021	\$500	Title I Part A	Principal, classroom teachers
Activity - Everyday Math Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to an Everyday Math Curriculum Night where they will be instructed in how to use the online features of Everyday Math to help enhance their child's skills in mathematics.	Parent Involvement	Tier 1	Monitor	07/01/2018	06/30/2021	\$200	Title I Part A	Principal, classroom teachers, Title I teachers
Activity - Illuminate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Illuminate training will be given to all staff. Illuminate will be used for reading, math, and grade level common assessments. Substitute teachers will be needed during training.	Monitor, Evaluation	Tier 1	Implement	07/01/2018	06/30/2021	\$400	Title II Part A	Teachers, building principal
Activity - Intervention staff and support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Four reading/math intervention teachers and four reading/math paraprofessionals will be utilized. The Title 1 or 31a instructional staff will provide pull-out, large and small group differentiated instruction in reading instruction with both narrative and informational text, including informational reading with science and social studies materials. Each kindergarten and first grade classroom will have a reading/math paraprofessional.	Academic Support Program	Tier 1	Implement	07/01/2018	06/30/2020	\$200000	Section 31a, Title I Part A	Building principals, teachers, and ELA intervention staff
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Activity - Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be able to attend professional development on math, specifically math talks.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1000	Title II Part A	Classroom teachers and interventionists

### Strategy 2:

Imagine Math Continuation - Imagine Math is a state pilot computer adapted math program that is being utilized by 3rd and 4th graders twice a week. It can be Tier 1 or Tier 2.

Category: Mathematics

Research Cited: Garland, M. et al. (2014) Texas SUCCESS Comprehensive Evaluation Report. Austin, TX: Gibson Consulting Group.

Tier: Tier 1

Activity - Imagine Math Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will continue to use Imagine Math twice a week. Students will be able to progress at their level. This information will then be used to further differentiate instruction in the classroom.	Academic Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$2000	Other	Building principal, 3rd and 4th grade teachers

### Strategy 3:

eSpark Learning - eSpark will be used in every K-4 classroom for differentiated, student-centered lessons on a daily basis.

Category: Mathematics

Research Cited: Lopuch, M. (2013). The effects of educational apps on student achievement and engagement. Chicago, IL.

Lopuch found that the average app-based curriculum, including eSpark, increases student scores by 165% of their expected growth. She also examined eSpark's use of student-centered goals and growth in NWEA.

Tier: Tier 1

Activity - eSpark Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
eSpark will be used in every Kindergarten through 2nd grade classroom. It will be used on a daily basis. Students will be given individualized tasks and assignments to complete, and teachers will track ongoing progress.	Academic Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$0	Other	Building principal, K-2 teachers, Interventionists

### **Goal 3: Increase the extent to which all students are proficient in Science as measured by grade level common assessments through spring of 2021**

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in curriculum in Science by 06/30/2021 as measured by grade level common assessments.

**Strategy 1:**

Battle Creek Science curriculum implementation - The Battle Creek NGSS Science curriculum is being utilized K-4 for physical, earth, and life science. As part of this program, observations, data collection, investigation, and informational text will be used for the study of science.

Category: Science

Research Cited: BCAMSC (2006). Michigan Mathematics and Science Network Final Report. Battle Creek, Michigan.

The research shows that this program provides good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process.

Tier: Tier 1

Activity - Pre and post assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement the Battle Creek pre and post assessments for each unit and will use this knowledge to drive instruction.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2021	\$0	No Funding Required	Principal, classroom teachers

Activity - Professional Development for Battle Creek science kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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New staff members will be trained on the Battle Creek science program.	Academic Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$200	Title I Part A	Building principal, new staff members
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be offered professional development on science.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$150	Title II Part A	Building principal, classroom teachers

## Goal 4: Increase the extent to which all students are proficient in Social Studies as measured by grade level common assessments through spring of 2021

### Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in curriculum in Social Studies by 06/30/2021 as measured by common grade level assessments.

### Strategy 1:

Informational Text - All instructional staff will utilize informational text in daily Social Studies instruction.

Category: Social Studies

Research Cited: Morrow, L. (2006). Magazines make a difference. Scholastic Inc.

Research shows that Scholastic Classroom Magazines and the materials they contain are up-to-date, relevant to students' interests, grade appropriate, and provide commentary on events that occur in society. Magazines encourage children to become strategic readers by motivating them to employ a variety of reading strategies before, during, and after reading. This offers the opportunity to compare and contrast information and perspectives.

Tier: Tier 1

Activity - Informational Text in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use a variety of text, including Scholastic News for Social Studies instruction to learn about current events, history, and culture.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2021	\$3060	Title I Part A	Principal, classroom teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will have the opportunity to attend professional development for social studies instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$350	Title II Part A	Building principal, classroom teachers
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## Goal 5: Increase the extent to which all students demonstrate positive behavior by the spring of 2021

### Measurable Objective 1:

demonstrate a behavior to increase positive behavior school-wide by 06/30/2021 as measured by PBIS data.

### Strategy 1:

Daily Positive Behavior Intervention Support - All instructional and support staff will utilize the positive behavior intervention support (PBIS) program in all aspects of the school day. A common classroom management system will be used in all classrooms with weekly rewards and monthly parties to recognize positive behavior. The focus will be to keep students in the classroom for instruction, so we will be adding a behavior specialist.

Category: Other - Behavior

Research Cited: Research shows that parent involvement in a child's school experience greatly increases their chances for academic success, positive behavior, higher self-esteem, better attendance and greater motivation. Parents are key sources of information about their child, are their child's first teachers, and have strengths and interests that can contribute to the educational process. When schools and families work together to support learning, children tend to succeed not just in school, but also throughout life. (National PTA, n.a.; Newman L. 2005; Henderson and Berla, 1997). Zimmerman (2000). Once the structure and consistency are built into the program, follow-through is crucial. The students must see consequences for both appropriate and inappropriate behavior. It is well documented that consistency is essential in working with any student who has behavioral difficulties (Zimmerman 1998; 2000).

Tier: Tier 1

Activity - Positive Behavior Intervention Support System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a grant from Wayne RESA, Rawsonville will continue implementing a positive behavior intervention support system for daily, common classroom management. Staff will be trained on this system.	Professional Learning, Behavioral Support Program	Tier 1	Monitor	07/01/2018	06/30/2021	\$2000	Other	Principal, Positive Behavior Intervention Support Team, Classroom Teachers, Social Worker

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Activity - Second Step Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Second Step" will be implemented in grades 2 and 4, as well as other grades as needed, through weekly lessons. The social worker and/or behavior specialist will come into classrooms that need extra assistance with student behavior. Students will receive a mini-lesson and other activities to help improve behavior.	Behavioral Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$0	No Funding Required	Principal, Positive Behavior Intervention, Support team, Classroom teachers, Social worker, Behavior specialist
Activity - Hire a social worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A full-time social worker has been hired and funded by 31a/special ed funds to support the implementation of the Positive Behavior Intervention Support program and provide groups to address remediation of student behaviors. This will give us two full-time social workers to meet the needs of our building.	Behavioral Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$80000	Section 31a, Title I Part A	Social worker, classroom teachers
Activity - PBIS Training for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revision of PBIS through updated training. Substitute teachers will be utilized as needed.	Behavioral Support Program	Tier 2	Monitor	07/01/2018	06/30/2021	\$0	No Funding Required	PBIS team, social worker, administration
Activity - Utilizing a behavior specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A behavior specialist will be utilized. This person will allow teachers to be able to teach whole class and small group without major disruption. Right now, students with behavior issues leave the classroom and miss instruction. With the addition of this staff member, we will help to create less distractions and keep students in the classroom roughly 90% of the time. This staff member would work on restorative practices with our students.	Behavioral Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$40000	General Fund	Principal, social worker

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Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Restorative practices will be utilized in all classrooms to build classroom culture, as well as when behavior problems arise. Materials will be purchased to support this initiative.	Behavioral Support Program	Tier 2	Implement	07/01/2018	06/30/2021	\$500	Section 31a	Building principal, social worker, behavior specialist, classroom teachers, support staff

### Strategy 2:

MTSS - An MTSS team will be created. This will be an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of all learners.

Category: Other - Intervention

Research Cited: Hughes, C. and Dexter, D. (n/a). Response to Intervention: A Research Review. Penn State University

Tier: Tier 1

Activity - MTSS Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multi-tiered student support (MTSS) team will be created to meet the needs of struggling learners through tiered intervention.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$0	No Funding Required	Principal, social worker, building staff

Activity - MTSS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five staff members will be sent to MTSS training (An Action Guide for School Leaders - 4 day series)	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Title I Part A	Administration, building principal, MTSS Team

### Strategy 3:

Leader in Me - All Rawsonville staff will begin the Leader in Me program through a book study, school visits, professional development, and utilizing the program building-wide.

Category: Other - Character Education

Research Cited: Education Direction. (2015). Principal perspectives on whole-school improvement programs and the leader in me. Washington, DC. Center for Education Reform. This study found that 93% of principals that they spoke to (around 660 principals) using The Leader in Me program indicate that the program has positively impacted school culture.

Tier: Tier 1

Activity - Leader in Me implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Rawsonville staff will read "The Leader in Me: How Schools Around the World Are Inspiring Greatness, One Child at a Time." Topics will be discussed in staff meetings throughout the school year. The Leader in Me program will kick off with professional development in the fall, and the program will continue through the coming years to develop strong, effective students in our building.	Behavioral Support Program	Tier 1	Getting Ready	08/20/2018	06/30/2021	\$370	Other	All Rawsonville staff

**Strategy 4:**

Communication Tool - An online communication tool will be used building wide to connect with parents about daily behaviors, upcoming events, and classroom updates.

Category: Technology

Research Cited: Williamson, B. (2016). ClassDojo and the measurement and management of growth mindsets. Irvine, CA. Digital Media + Learning.

Tier: Tier 1

Activity - Communication Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An online communication tool will be used building-wide. Rawsonville has a teacher who can provide professional development (free of charge) on Class Dojo.	Technology	Tier 1	Implement	09/04/2018	06/30/2021	\$0	No Funding Required	Building principal, all teaching staff

**Goal 6: Family engagement will help to keep parents connected to the school.**

**Measurable Objective 1:**

collaborate to connect parents with the school by 06/30/2021 as measured by parent involvement (parent nights, ELA and Math nights, open house, and parent teacher conferences).

**Strategy 1:**

Parent Liaison - The parent liaison will research and gather materials and information for various activities throughout the school year.

Category: Other - Family involvement

Research Cited: Epstein, J. (2001). School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Boulder, Colorado: Westview Press.

This book has advanced theories, research, policies, and practices of family and community involvement in elementary, middle, and high schools. It also provides ways to organize programs of family and community involvement as essential components of district leadership and school improvement.

Tier: Tier 1

Activity - Parent Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parent liaison will plan monthly parent involvement activities, including English Language Arts activities, Math activities, and other programs that will bring families into the building and build family engagement.	Parent Involvement	Tier 1	Monitor	07/01/2018	06/30/2021	\$1500	Title I Part A	Parent liaison, principal, classroom teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will be offered professional development on science.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$150	Building principal, classroom teachers
Writing Professional Development	Teachers will be offered to go to professional development on writing at Wayne RESA.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1000	Classroom teachers
Professional Development	Teachers will have the opportunity to attend professional development for social studies instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$350	Building principal, classroom teachers
Illuminate	Illuminate training will be given to all staff. Illuminate will be used for reading, math, and grade level common assessments. Substitute teachers will be needed during training.	Monitor, Evaluation	Tier 1	Implement	07/01/2018	06/30/2021	\$400	Teachers, building principal
Project Based Learning	Some teachers will begin utilizing project based learning in their classrooms. These teachers will be sent to professional development for further information.	Academic Support Program	Tier 1	Getting Ready	07/01/2018	06/30/2021	\$0	Administration, building principal, teaching staff
Math Professional Development	Teachers will be able to attend professional development on math, specifically math talks.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1000	Classroom teachers and interventionists

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Professional Development	Five staff members will be sent to MTSS training (An Action Guide for School Leaders - 4 day series)	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Administration, building principal, MTSS Team

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Intervention staff and support	Four reading/math intervention teachers and four reading/math paraprofessionals will be utilized. The Title 1 or 31a instructional staff will provide pull-out, large and small group differentiated instruction in reading instruction with both narrative and informational text, including informational reading with science and social studies materials. Each kindergarten and first grade classroom will have a reading paraprofessional.	Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 1	Evaluate	07/01/2018	06/30/2021	\$100000	Building principals, teachers, and ELA intervention staff
Parent Nights	The parent liaison will plan monthly parent involvement activities, including English Language Arts activities, Math activities, and other programs that will bring families into the building and build family engagement.	Parent Involvement	Tier 1	Monitor	07/01/2018	06/30/2021	\$1500	Parent liaison, principal, classroom teachers
Book study	Staff will read "What Are the Rest of the Kids Doing" by Lindsey Moses and work toward implementing the instructional tools. 25 copies of the book will be purchased.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$700	Building principal, all teaching staff
ELA Intervention Groups	Monitor the implementation of ELA intervention groups and differentiated instruction with walk-throughs, lesson plans, and program fidelity checks. We purchased Jan Richardson's "Literacy Footprints." K-3 will continue to utilize RLAC foundational literacy skills. Leveled Literacy Intervention will also be used for differentiated instruction for all grades.	Academic Support Program	Tier 2	Monitor	07/01/2018	06/30/2021	\$10000	Principal, Title I teachers, Classroom teachers
Kindergarten Camp	All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Each building Kindergarten teachers will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively.	Evaluation, Academic Support Program	Tier 1	Evaluate	07/01/2019	08/22/2019	\$250	Director of instruction, building administration, and Kindergarten teaching staff
Informational Text in the Classroom	All teachers will use a variety of text, including Scholastic News for Social Studies instruction to learn about current events, history, and culture.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2021	\$3060	Principal, classroom teachers
Instructional Framework	We will be working on critical thinking strategies building wide (K-4). We will be using data binders and critical thinking resources to teach higher order thinking skills.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/18/2021	\$2000	Whole staff
Phonics Program	RLAC will still be taught daily for foundational literacy skills. We will replenish necessary supplies, including dry erase markers, red word screens, dry erase boards, and red crayons.	Direct Instruction	Tier 1	Monitor	07/01/2018	06/30/2021	\$2325	Administration

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Differentiated small groups	Monitor the implementation of differentiated small groups in mathematics through walk-throughs, lesson plans, and assessments. Distribute Everyday Mathematics materials that are necessary to successfully implement the program, including rulers, dry erase markers, and dry erase boards.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2021	\$500	Principal, classroom teachers
Everyday Math Curriculum Night	Parents will be invited to an Everyday Math Curriculum Night where they will be instructed in how to use the online features of Everyday Math to help enhance their child's skills in mathematics.	Parent Involvement	Tier 1	Monitor	07/01/2018	06/30/2021	\$200	Principal, classroom teachers, Title I teachers
Intervention staff and support	Four reading/math intervention teachers and four reading/math paraprofessionals will be utilized. The Title 1 or 31a instructional staff will provide pull-out, large and small group differentiated instruction in reading instruction with both narrative and informational text, including informational reading with science and social studies materials. Each kindergarten and first grade classroom will have a reading/math paraprofessional.	Academic Support Program	Tier 1	Implement	07/01/2018	06/30/2020	\$100000	Building principals, teachers, and ELA intervention staff
Reflective writing and writing process	Students will focus on reflective writing and the writing process in daily writing in order to be successful on grade level common writing assessments and the MAISA units. Lined paper, composition books, writing process folders (1st-4th), and copy paper will be purchased.	Academic Support Program, Materials	Tier 1	Implement	07/01/2018	06/30/2021	\$450	Administration
Professional Development for Battle Creek science kits	New staff members will be trained on the Battle Creek science program.	Academic Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$200	Building principal, new staff members
Hire a social worker	A full-time social worker has been hired and funded by 31a/special ed funds to support the implementation of the Positive Behavior Intervention Support program and provide groups to address remediation of student behaviors. This will give us two full-time social workers to meet the needs of our building.	Behavioral Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$40000	Social worker, classroom teachers

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

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Leader in Me implementation	All Rawsonville staff will read "The Leader in Me: How Schools Around the World Are Inspiring Greatness, One Child at a Time." Topics will be discussed in staff meetings throughout the school year. The Leader in Me program will kick off with professional development in the fall, and the program will continue through the coming years to develop strong, effective students in our building.	Behavioral Support Program	Tier 1	Getting Ready	08/20/2018	06/30/2021	\$370	All Rawsonville staff
ELL Student intervention	Students' academic language skills will be developed through differentiation in the classroom and use of the Sheltered Instruction Observation Protocol (SIOP) Model	Academic Support Program	Tier 2	Monitor	07/01/2018	06/30/2021	\$0	ELL consultants, building principals
Imagine Math Implementation	Students will continue to use Imagine Math twice a week. Students will be able to progress at their level. This information will then be used to further differentiate instruction in the classroom.	Academic Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$2000	Building principal, 3rd and 4th grade teachers
Positive Behavior Intervention Support System	Through a grant from Wayne RESA, Rawsonville will continue implementing a positive behavior intervention support system for daily, common classroom management. Staff will be trained on this system.	Professional Learning, Behavioral Support Program	Tier 1	Monitor	07/01/2018	06/30/2021	\$2000	Principal, Positive Behavior Intervention Support Team, Classroom Teachers, Social Worker
eSpark Learning	eSpark will be used in every Kindergarten through 2nd grade classroom. It will be used on a daily basis. Students will be given individualized tasks and assignments to complete, and teachers will track ongoing progress.	Academic Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$0	Building principal, K-2 teachers, Interventionists
ESGI Computer Assessment	ESGI will be used for kindergarten. It's a computerized, quick assessment that allows for immediate turn-around of data to plan for small group instruction. Kindergarten teachers will be trained.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2021	\$0	Principal, kindergarten staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Utilizing a behavior specialist	A behavior specialist will be utilized. This person will allow teachers to be able to teach whole class and small group without major disruption. Right now, students with behavior issues leave the classroom and miss instruction. With the addition of this staff member, we will help to create less distractions and keep students in the classroom roughly 90% of the time. This staff member would work on restorative practices with our students.	Behavioral Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$40000	Principal, social worker
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### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Team	Multi-tiered student support (MTSS) team will be created to meet the needs of struggling learners through tiered intervention.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$0	Principal, social worker, building staff
Communication Tool	An online communication tool will be used building-wide. Rawsonville has a teacher who can provide professional development (free of charge) on Class Dojo.	Technology	Tier 1	Implement	09/04/2018	06/30/2021	\$0	Building principal, all teaching staff
Project Based Learning Professional Development	All teaching staff will receive training on project based learning.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Whole staff
Second Step Program	"Second Step" will be implemented in grades 2 and 4, as well as other grades as needed, through weekly lessons. The social worker and/or behavior specialist will come into classrooms that need extra assistance with student behavior. Students will receive a mini-lesson and other activities to help improve behavior.	Behavioral Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$0	Principal, Positive Behavior Intervention, Support team, Classroom teachers, Social worker, Behavior specialist
PBIS Training for Teachers	Revision of PBIS through updated training. Substitute teachers will be utilized as needed.	Behavioral Support Program	Tier 2	Monitor	07/01/2018	06/30/2021	\$0	PBIS team, social worker, administration
Illuminate	Illuminate will be used for reading, math, and grade level common assessments.	Technology	Tier 2	Monitor	07/01/2018	06/30/2021	\$0	Building principals, teachers

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Pre and post assessments	All teachers will implement the Battle Creek pre and post assessments for each unit and will use this knowledge to drive instruction.	Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2021	\$0	Principal, classroom teachers
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### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Hire a social worker	A full-time social worker has been hired and funded by 31a/special ed funds to support the implementation of the Positive Behavior Intervention Support program and provide groups to address remediation of student behaviors. This will give us two full-time social workers to meet the needs of our building.	Behavioral Support Program	Tier 1	Implement	07/01/2018	06/30/2021	\$40000	Social worker, classroom teachers
Intervention staff and support	Four reading/math intervention teachers and four reading/math paraprofessionals will be utilized. The Title 1 or 31a instructional staff will provide pull-out, large and small group differentiated instruction in reading instruction with both narrative and informational text, including informational reading with science and social studies materials. Each kindergarten and first grade classroom will have a reading/math paraprofessional.	Academic Support Program	Tier 1	Implement	07/01/2018	06/30/2020	\$100000	Building principals, teachers, and ELA intervention staff
Intervention staff and support	Four reading/math intervention teachers and four reading/math paraprofessionals will be utilized. The Title 1 or 31a instructional staff will provide pull-out, large and small group differentiated instruction in reading instruction with both narrative and informational text, including informational reading with science and social studies materials. Each kindergarten and first grade classroom will have a reading paraprofessional.	Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 1	Evaluate	07/01/2018	06/30/2021	\$100000	Building principals, teachers, and ELA intervention staff
After school tutoring and summer school	Students who are identified because they need additional support in the area of writing will be encouraged to participate in an after school program and summer school with the interventionists and teachers to master basic writing skills.	Academic Support Program	Tier 2	Monitor	07/01/2018	06/30/2021	\$6000	Building administration, Title I staff, 31a staff, classroom teachers

**School Improvement Plan**

Rawsonville Elementary School

Restorative Practices	Restorative practices will be utilized in all classrooms to build classroom culture, as well as when behavior problems arise. Materials will be purchased to support this initiative.	Behavioral Support Program	Tier 2	Implement	07/01/2018	06/30/2021	\$500	Building principal, social worker, behavior specialist, classroom teachers, support staff
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**Title I Part D**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer Software (Raz Plus)	A software program, such as Raz Kids Plus, will be used during small group rotations. Students will work on phonics, fluency, and comprehension skills. We will need subscriptions and hardware, such as headphones with microphones.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2021	\$8460	Principal, classroom teachers, intervention teachers