



School Improvement Plan

Tyler Road 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

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

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 Leadership team, principal, parents and teachers worked collaboratively to develop the comprehensive needs assessment. To complete the comprehensive needs assessment, data was reviewed from student achievement scores, process data, perception data, and school programs. We gathered the data, dis-aggregated the data and discussed the results. We noted the strengths and weaknesses between subject areas, grade levels, and within sub groups. Based on these discussions we noticed some gaps that needed to be addressed at Tyler Elementary. The information was analyzed and a plan was designed to work toward closing the gaps and raising the overall achievement for all students. Collecting data is an ongoing process at Tyler. The staff reviews data at grade level meetings and at staff meetings. At these meeting, goals and strategies are discussed and put into a plan. Staff continues to monitor the goals and redesign, as appropriate, according to the most current data.

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 analysis of all of the components of the comprehensive needs assessment, we are pleased that we are showing a positive trend in closing the achievement gap and in the State's overall ranking system that measures components within content areas, that are weighted by; 50% achievement, 25% improvement, and 25% gap. Based on the District NWEA data, we have identified a positive trend in student achievement in math. In reading, our percentage of students that have met or exceeded the RIT score has remained in the upper 30th percentile.

Perception data from all three survey groups, staff, parents and students showed a favorable response to all survey questions with the exception of the need for updated new technology. Program and process data are resulting in improved school climate and sustained academic achievement.

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.

Our goals are directly linked to the analysis of the multiple types of data in the needs assessment. Because we have documented a positive trend in some areas, we will sustain the goals and objectives for those areas. To help close the achievement gaps in ELA we propose to continue to use differentiated teacher instruction, the RISE intervention model and LLI for intervention as well as adaptive software programs.

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 majority of our initiatives to address the needs of the school population take place in Tier 1 of our instructional programming. Therefore, the whole school population will benefit from the school improvement goals. Within each goal, we have provided an activity that specifically

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address the needs of students who are disadvantaged. Through our MTSS process all students, including disadvantaged students will be monitored for additional support in all content areas as needed.

Component 2: Schoolwide Reform Strategies

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

Classroom teachers, intervention teachers and special education teachers will provide whole group, small group or one-on-one supplemental support as needed to reach the State's standards. For those students furthest away from the standards, the MTSS process identifies and supports those students through a case manager who coordinates the most appropriate interventions and monitors the implementation and progress.

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).

The primary research-based method is the Multi-Tiered System of Support (MTSS) that provides the vehicle to address overall and specific school and student needs. This, along with instruction matched to student needs through differentiation within the classroom and with the intervention team, provides the quality and additional quantity for students furthest away from the standards. All students K-4 participate in both of these intervention systems.

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 continues to show a need to increase student achievement in reading, math, science and social studies to meet the State targets for performance. Additionally, improving both attendance and student behavior is a continued need for Tyler School.

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.

All students K-4 are assessed for participation in supplemental instruction with an intervention teacher. Any student, in any subgroup may be eligible for these interventions. The utilization of the MTSS system provides for increasing types and times for intervention for students who demonstrate a need. This will accommodate both Tier II and Tier III.

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

We continuously analyze data from multiple data points and document interventions to monitor student progress. We use a combination of M-Step, NWEA, MLPP, DRA2, writing prompts, common grade level assessments and PBIS data. Summative data from NWEA is analyzed quarterly, M-Step data is examined annually, while MLPP, DRA2 and common grade level assessments are used as benchmark data and are used continuously to adjust teaching.

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	All paraprofessionals in our building are highly qualified.	

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	All teaching staff at Tyler are Highly Qualified Teachers. The Van Buren Public Schools humanresource department is responsible for maintaining and housing teacher certification and files. All teachers are Highly Qualified under the NCLB act. The staff possesses at least a Bachelor's degree and full state certification. In addition staffmeets the criteria of at least the following: Michigan Test for Teacher Certification, Master's Degree and Post Graduate studies and certifications.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Based on a steady student population we have increased our staff members. We have a very low level of turn-over among staff members.

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

The Tyler staff is composed of teachers with the following years of experience; 21+ years-52%, 11-20 years- 20%, 1-10 years- 28%

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

Tyler Elementary has developed partnerships with local universities and colleges to obtain pre-intern and student teachers. Subsequently, some of these teachers remain in regular teaching positions at our school.

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

At the District level, job fairs are used to attract a diverse pool of highly qualified teachers to fill potential employment needs. Improving mentoring programs for new teachers.

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?

No high turn-over rate.

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.

Our comprehensive needs assessment shows a need for continued staff development in the areas of reading, writing, math, science, social studies and character development. Tyler teachers will participate in staff development both at the building and District level. Additionally, staff will benefit from on-site coaching, provided by instructional coaches. Select staff will receive training in strategies to support students who struggle both academically and social/emotionally. Teaching staff will continue to participate in weekly Professional Learning Teams to analyze student academic and behavior data to plan goals, examine instructional best practices and address the needs of students who appear to be showing a gap in achievement related to their peers.

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

Tyler's professional development is aligned to the District professional development plan. This helps to insure the sustainability of the professional development. We also utilize the services of our county partner; Wayne RESA to help support on-site coaching and mentoring. Other ongoing professional development include Project based learning and leader in me. Our PBIS program is supported by a three year grant that provides monetary support and helps with the facilitation and data collection for the program.

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

Component 6: Strategies to Increase Parental Involvement

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

At the annual Title I meeting parents are invited to participate in the design of the school-wide plan. Additionally, parents will be a part of the leadership team. This team is the steering committee for leading the design, implementation and evaluation of the school-wide plan.

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

Parents are involved in the implementation of the school-wide plan through the annual meeting and through school improvement meetings.

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

Parents were invited to complete a survey that evaluated their satisfaction of the school-wide plan and if it did or did not accommodate their students' needs. Discussions were facilitated at the school improvement meetings and at PTO meetings regarding the plan.

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		Tyler Parent Involvement Plan

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

We hold an annual Title I meeting to discuss, evaluate, and receive feedback on the School-wide Title I program. Barriers to participation are minimized to the best of our ability. We offer translation documents for non-English speaking families, and offer childcare for families with young children who otherwise could not participate.

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

Annually at the Title I meeting, the parent involvement component of the plan is evaluated and reviewed by staff and stakeholders.

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

The results of discussions and surveys will be used to makes changes to the school-wide program as necessary. The school leadership team will make the changes.

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

Parents were invited to participate in the development of the school-parent compact.

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

The compact is shared at both fall and spring conferences. Teachers discuss the compact with parents. This compact is signed at both conferences and kept on file at the school.

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

NA

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Tyler school compact

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

Accommodations are made for any student or family that has identified a non-English language as their home language.

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?

Tyler school communicates with our early childhood center and local preschools to coordinate programs and expectations for future students.

The kindergarten teachers collaborate with the preschool and young 5's teachers to discuss curriculum and students. All incoming kindergarten students are invited to attend Kindergarten Camp in preparation for entering kindergarten in the fall.

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 of future kindergarten students attend Kindergarten Orientation and Kindergarten Round Up where they receive information and resources to help prepare their children for kindergarten in the fall. Teachers collaborate with kindergarten and young 5's teachers on curriculum goals for future students.

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 staff uses grade level team and school collaboration times to select or develop pre and post tests and to evaluate the success of academic programs including the intervention program. As a staff, we disaggregate data from both M-Step and NWEA testing, as well as common assessments to develop our building and grade level goals. This data is used to make decisions in educational materials and staff development.

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

Tyler staff has been in-serviced both by the district then again by grade level in the analysis of M-Step and NWEA data. We use the NWEA RIT band information and DRA scores to drive our instruction and develop intervention groups. Tyler teachers collaborated on common protocols for reading and math assessments. We are using all of this information to develop best fit instruction and programs. Staff also uses the results of all testing to determine future programs and request for funding.

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.

Multiple data points are used for universal screening and monitoring such as NWEA, M-Step, DRA2, MLPP, ESGI, reports from adaptive software programs as well as, teacher observations and anecdotal notes. From this data, teachers select those students experiencing difficulty mastering the academic standards. Those students are referred to the MTSS team and assigned a case manager to coordinate supplemental services.

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?

The intervention teachers and the MTSS programs are begun immediately at the beginning of the school year. As student needs and populations change, students are continually monitored to be entered or exited from the support programs as necessary.

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

Classroom teachers use the data from formative and summative assessments to differentiate instruction through reduced assignments, varied culminating projects, modified task timelines, etc. Teachers also use small flexible groupings within the classroom to meet individual student needs. In addition, classrooms are using adaptive software programs for reading and math support.

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.

Tyler Elementary coordinates and integrates funds from Title 1, Title IIa, 31A, Parent Teacher Organization funds, and district general funds to support a variety of programs. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role. All programs and resources are coordinated and integrated toward the achievement of the school wide goals.

Tyler uses monies from the general fund, Title I, Title IIa, 31a, and outside funding, such as government, local and private grants to fund staff and programs. All student programs, teacher training and parent involvement activities are all coordinated to one over-reaching goal of raising student academic success.

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.

Tyler uses these resources to help develop our school- wide plan, strategies, and maintaining a highly qualified staff. These funds support staff development, conferences, and technology resources. Another way the funds are used is to develop a positive learning culture by including parents in many activities both after school and during the school day. The District provides training to our preschool programs and funding gives us time for vertical articulation for students to benefit from this collaboration. Lastly, these funds support a language and math program for students having problems mastering the standards, intervention teacher student groups, and a system of MTSS support for those students furthest away from meeting the expectations.

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.

The programs that are available to us include nutrition programs and transportation programs for homeless families. Both of these are administered at the central office level and our students are referred as necessary. Our school participates in income-based free or reduced breakfast and lunch.

Evaluation:

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

The school-wide program is evaluated on a formal basis, annually by the Leadership Team. Recommendations are considered based on a careful analysis of the current data. Should a urgent need arise, the Leadership Team will review the document to make any necessary adjustments.

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.

During the grade level PLT sessions, teachers analyze and identify the results of the State's annual assessment and use the information to inform their instruction for grade levels as well as individual students. Additionally, results are used to plan and implement needed changes to the schoolwide program.

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.

Continually looking at State and local data for those students furthest away from achieving the standards helps to determine the effectiveness of the school-wide program. When we analyze the trend data for that population we know when and where to make adjustments and which parts of the school-wide plan indicate effectiveness and conversely ineffective practices or programs.

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 staff reviews the data continuously and at least quarterly gives recommendations to the Leadership team. The team reviews the recommendations based on the information and then makes changes to the plan if possible and reasonable or uses the information to plan for the following year's plan.

Plan for School Improvement Plan 2019-20

Overview

Plan Name

Plan for School Improvement Plan 2019-20

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase proficiency in English Language Arts	Objectives: 1 Strategies: 2 Activities: 23	Academic	\$0
2	All students will become productive members of the school community.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$0
3	All Students will increase proficiency in Mathematics.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
4	Tyler School will develop and implement strategies to increase parent and community involvement.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
5	All students will become proficient in Science.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
6	All students will become proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0

Goal 1: All students will increase proficiency in English Language Arts

Measurable Objective 1:

60% of All Students will demonstrate a proficiency equivalent to grade level in English Language Arts by 06/16/2023 as measured by their performance on local and state assessments, NWEA and grade level common assessments.

Strategy 1:

Intervention Support - Identified students will have the opportunity to work with Title 1 or 31a funded Literacy Instructors will support students in a variety of setting to meet the specific needs of students based on assessment data.

Category: English/Language Arts

Research Cited: Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching by Carolyn A. Denton, Children's Learning Institute, University of Texas Health Science Center Houston When progress-monitoring assessments indicate that students are not making enough progress with quality classroom reading instruction alone, schools can provide extra small-group reading intervention to ensure that all children learn to read in the early grades (see Denton & Mathes, 2003; Fletcher, Denton, Fuchs, & Vaughn, 2005; Vaughn, Wanzek, Woodruff, & Linan-Thompson, 2007). The National Research Council (NRC), a group of experts convened to examine reading research and address the serious national problem of reading failure, concluded in their landmark report Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998) that most reading problems can be prevented by providing effective instruction and intervention in preschool and in the primary grades. 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 - Differentiated English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four literacy intervention teachers will be utilized to provide pull-out,, small group, differentiated leveled reading instruction using both narrative and informational text. Summative assessment (DRA II) will be used quarterly, to reassign student groups as strengths and weaknesses are identified.	Direct Instruction	Tier 2	Monitor	09/03/2019	06/16/2023	\$0	Title I Part A	Building principal, special education teacher, and four literacy intervention ists.

Activity - Extended Day English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be identified to participate in after school tutoring and work with teachers and interventionists on literacy strategies.	Academic Support Program	Tier 3	Monitor	09/04/2018	06/16/2023	\$0	Title II Part A	Building principal, classroom teachers and literacy interventionists
Activity - Kindergarten Intervention	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. Kindergarten teachers will work with the students to assess their entry level skills. The assessment data will be used to provide interventions when school starts in the fall and to group students for appropriate instructional programs..	Evaluation	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title I Part A	Director of instruction, principal and kindergarten staff.
Activity - Purchase Literacy Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase literacy materials to enhance intervention support.	Materials	Tier 2	Implement	07/02/2018	06/16/2023	\$0	Title II Part A	Principal, Interventionist, coaches.
Activity - Purchase Jan Richardson's Next Step In Guided Reading Assessments K-2, 3-6	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Jan Richardson kit uses the Assess-Decide-Guide framework to assess reader's word knowledge, phonics skills, fluency and comprehension skills.	Materials	Tier 2	Implement	07/01/2019	06/16/2023	\$0	Title I Part A	principal, coaches, intervention teachers
Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multi-tiered student support (MTSS) will be in place to identify and support struggling learners through tiered intervention.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	07/01/2019	05/01/2023	\$0	Title I Part A	Principal, teachers, coaches, and support staff.
Activity - ELL Student Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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ELL students identified will receive support from ELL consultants hired from Wayne RESA	Academic Support Program	Tier 2	Monitor	07/01/2019	06/16/2023	\$0	Title III	ELL consultants , building principal
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Strategy 2:

English Language Arts Instructional Practices - All students, K-4 will receive daily, scheduled instruction in a balanced literacy program. Select teachers will be trained in the essential literacy instructional practices to enhance their capacity to guided and support students' development toward grade level reading proficiency.

Category: English/Language Arts

Research Cited: Learning to read is a complex task for beginners. They must coordinate many cognitive processes to read accurately and fluently, including recognizing words, constructing the meanings of sentences and text, and retaining the information read in memory.

Report of the National Reading Panel: Teaching Children to Read, Reports of the Subgroups, 2000, p. 2-80

Tier: Tier 1

Activity - Professional Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level teams to analyze state, local and grade level data and student work samples for the purpose of aligning instruction to individual, group and grade level needs. A data dialogue model will be used for this purpose.	Professional Learning	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title II Part A	Building principal and teaching staff.

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will be utilized to support on going, job embedded professional development to support the district initiatives in reading, writing, science, social studies and math.	Professional Learning, Academic Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title II Part A	Director of Instruction, building administration and instructional coaches.

Activity - ESGI Early Assessment System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-2 will be assessed using this online one-on-one assessment tool to allow teachers to target and differentiate instruction.	Evaluation	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	All K-2 teachers and intervention staff

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Activity - Small Group Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement best practices in small group reading instruction matched to student need based on learning goals and assessment data.	Professional Learning, Academic Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title II Part A	K-4th grade classroom teachers, interventionists, and special education teachers.
Activity - Small Group Guided Reading Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Currently teachers have a limited supply of appropriately leveled contemporary fiction and non-fiction books to use with guided reading groups. Purchase additional Jan Richardson's Footprints Guided Reading sets for grades K- 4 to be used in guided reading. This system is a theory based, easy-to-follow set of lessons and books for teaching guided reading.	Direct Instruction	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title I Part A	building principal, all teaching staff
Activity - Professional Language Arts Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To support best practices, teachers will be provided with reference books on writing and project based learning. Kindergarten through fourth grade will receive a Lucy Calkin's units of study in writing set.	Professional Learning	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title I Part A	Building Principal, all teaching staff
Activity - Software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase software to support and enhance student learning.	Technology	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title I Part A	Building principal, all teaching staff
Activity - English Language Arts Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teacher/staff will participate in various reading and writing professional development opportunities such those available at the National Reading Recovery and K-6 Conference.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/16/2023	\$0	Title II Part A	Principal, Teachers, instructional coaches

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Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project Based Learning to engage students in solving a real-world problem or answer a complex question.	Academic Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	Principal, teachers
Activity - Phonics First	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Phonics First will be taught daily to enhance foundational literacy skills. Supplies will be replenished as needed including dry erase markers, red word screens, dry erase boards and red crayons. New staff will receive training and support.	Implementation	Tier 2	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	classroom teachers, principal
Activity - Illuminate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in Illuminate training. Illuminate will be used for reading, math and grade level common assessments.	Teacher Collaboration, Academic Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title II Part A	Building Principal, teachers
Activity - Handwriting Without Tears	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grade K-4 will utilize the "Handwriting Without Tears" materials to help develop and improve their handwriting skills as they practice correct letter formation while also developing letter/sound and reading skills.	Implementation, Materials	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	teachers, principal
Activity - Monitor Implementation of Think Up	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms, K-4 will use Think Up, a literacy resource that promotes the development of literacy skills. Think Up builds confidence and stamina as students comprehend and analyze literary and informational texts and respond using a variety of formats that mirror testing situations. In addition, students practice language skills and make reading-writing connections as the complete unit components and Performance Task Assessments.	Supplemental Materials	Tier 1	Monitor	07/01/2019	06/16/2023	\$0	Title I Part A	Principal, teachers
Activity - Best practices book study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Select K-4 staff will participate in a book study in the area of best practices.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/12/2020	\$0	Title II Part A	All K-4 staff, principal and instructional coaches
Activity - Implementation of Lucy Calkins Units of Study in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff K-4th grade will implement the Units of Study in Opinion, Information, and Narrative Writing curriculum within their classroom instruction. Teachers will implement the curriculum to improve the students' writing ability and their understanding of the qualities of good writing. Teachers will improve their ability to provide effective feedback to students.	Implementation	Tier 1		07/01/2019	06/12/2020	\$0	Title I Part A	Principal, K-4 teachers and instructional coaches
Activity - Purchase sets of Lucy Calkins Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase sets of Lucy Calkins Units of Study in Writing for all K-4 teachers.	Materials	Tier 1	Getting Ready	07/01/2019	06/12/2020	\$0	Title I Part A	Principal, K-4 teachers and instructional coaches

Goal 2: All students will become productive members of the school community.

Measurable Objective 1:

demonstrate a proficiency in positive school behavior by 06/16/2023 as measured by a decrease in office referrals and increase in positive behaviors on the classroom data chart and increase the number of students who will be eligible for the monthly behavior incentives.

Strategy 1:

Character Education - The school staff, social worker and behavior specialist will provide whole group, small group and one-on-one teaching as necessary as a means of intervention that will provide character development for positive social-emotional development as well as in the prevention of bullying behavior. Additionally, the staff, social worker and behavior specialist will facilitate positive relationships with families and the community as it relates to students' affective behavior. This affective educational design will require one full-time certified school social worker dedicated to this goal.

Category: School Culture

Research Cited: 1. Institutions such as the Consortium of Chicago School Research (CCSR) have offered an exciting body of empirical evidence which makes clear that school-based socio-emotional supports are an essential element of academic success and school improvement. In 2006, a key CCSR report, "The Essential Supports for School Improvement", found that with increased student-centered learning environments and adequate parent-community ties student outcomes improved.

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2. According to the NASW (2000) Social Work Speaks (5th ed.). School social workers pick up where teachers leave off. Through counseling, crisis intervention and prevention programs, they help young people overcome the difficulties in their lives and as a result, "give them a better chance at succeeding in school."

Tier: Tier 1

Activity - Second Step social/emotional curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school social worker will provide 30 minute weekly lessons in character development K-4.	Behavioral Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	School social worker will provide the lessons. Principal will monitor implementation through walk through and weekly schedule.

Activity - Positive Behavior Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize the common language and behavioral protocols of Positive Behavior Intervention Support with all students K-4. Data will be collected and analyzed to help with the challenges and successes of the program components.	Behavioral Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	Principal will monitor the implementation. All staff will implement program. PBIS committee will gather and disseminate data.

Activity - Leader In Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive additional training in the leadership model, Leader In Me, that develops positive affective and leadership qualities in students.	Behavioral Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title II Part A	All staff will participate in training. Principal will monitor attendance and facilitate training.
Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff will be trained in the key concepts of Restorative Practices and how they are used to build strong healthy relationships, resolve challenges and build social capital to lead to students receiving a well-rounded education.	Behavioral Support Program	Tier 2	Monitor	09/04/2018	06/16/2023	\$0	Title II Part A	building principal, social worker and select teachers
Activity - Restorative Practices: Panther "Pause"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire 1 full time certified counselor/ social worker/ behavioral coach to run restorative practice circles where students will be taught restorative concepts and skills for dealing with conflict in an effort to create calmer, more focused classrooms. This qualified professional will also be used to coach teachers in restorative practices and implementing behavior plans for struggling students.	Behavioral Support Program	Tier 2	Implement	07/02/2018	06/16/2023	\$0	Title I Part A	Building principal, social worker and hired social worker/ counselor/ behavioral coach
Activity - Panther Den	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are matched to another staff member and meet twice a month to support Leader In Me habits.	Behavioral Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	Principal & all staff
Activity - Support of Trauma Impacted Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff will participate in professional development focused on providing support to students dealing with trauma exposure and poverty.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/16/2023	\$0	Title I Part A	Principal, teachers, coaches and support staff

Goal 3: All Students will increase proficiency in Mathematics.

Measurable Objective 1:

48% of All Students will demonstrate a proficiency equivalent to grade level in Mathematics by 06/16/2023 as measured by participation on the NWEA, state and local assessments, and grade level common assessments assessments.

Strategy 1:

Everyday Math - Every student in grades K-4th will receive daily, scheduled instruction in all of the components of the Everyday Math program, including technology and games.

Category: Mathematics

Research Cited: Aleven & Koedinger (2002). An effective metacognitive strategy: Learning by doing and explaining with a computer-based Cognitive Tutor. Cognitive Science 26(2). A fundamental concern in instruction involves when to provide assistance to students and when to withhold such assistance, and allow students to struggle (Koedinger & Aleven, 2007). There is strong evidence that withholding instruction can be counterproductive in many cases (Kirschner, Sweller & Clark, 2006). On the other hand, there is also evidence that withholding scaffolding and allowing students to self-test (even without feedback) can be beneficial to learning (Roediger & Karpicke, 2006). Cognitive Tutor exercises are tests, in this sense, because they ask students to demonstrate their knowledge. In general, cases where allowing students to struggle produces more robust and transferable learning have been referred to as “desirable difficulties” (Bjork, 1994). The reviewers hypothesized that Everyday Mathematics' practice of having students invent algorithms and share multiple solution strategies with peers may have contributed to students' greater fluency with problem-solving and flexibility with mental computation (W.M. Carroll & Isaacs,2003).

Tier: Tier 1

Activity - Extended Day Math Tutoring	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 math will participate in after school tutoring to master basic math skills.	Academic Support Program	Tier 3	Implement	07/02/2018	06/16/2023	\$0	Section 31a	Building principal and teaching staff.

Activity - Mathematics Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As needed, intervention teachers will provide additional mathematics support for students who are not making expected progress. All identified students in grades K-4 will receive additional, differentiated instruction.	Academic Support Program	Tier 2	Implement	07/02/2018	06/16/2023	\$0	Title I Part A	Building principal, math intervention teacher, classroom teacher.

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Activity - Software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase software to support and enhance student achievement.	Technology , Academic Support Program	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title I Part A	Principal, Teachers
Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue Project Based Learning to engage students in solving a real-world problem or answer a complex question.	Academic Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	Principal, teachers
Activity - Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff will participate in various math professional development opportunities.	Professional Learning	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title II Part A	Principal and Teachers

Goal 4: Tyler School will develop and implement strategies to increase parent and community involvement.

Measurable Objective 1:

collaborate to create events and communication tools to improve and increase parent and community participation by 10% by 06/16/2023 as measured by parent involvement in school activities and community feedback through tools, such as surveys.

Strategy 1:

School-Home Connection - The parent coordinator will be responsible for assisting the principal and staff in creating a monthly curriculum event, including one event dedicated to the PBIS building plan. They will also assist the building's staff in activities such as: promoting parent information sharing, supporting parent involvement in school activities by soliciting volunteers, creating and distributing surveys, and participating on the school building's School Improvement Team. They will function as a liaison with the building's Parent Teacher Organization.

Category: Learning Support Systems

Research Cited: Williams, D.L. & Chavkin, N.F. (1989). Essential elements of strong parent involvement programs. Educational Leadership, 47, 18-20 The more parents participate in schooling, in a sustained way, at every level -- in advocacy, decision-making and oversight roles, as fundraisers and boosters, as volunteers and para-professionals, and as home teachers -- the better for student achievement.

Tier: Tier 1

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Activity - Parent Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent coordination activities to promote effective communication to support for families to help increase student achievement. The person(s) organizing the parent activities will receive a stipend and a budget for needed supplies.	Parent Involvement	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	Principal, staff and parent coordinator.
Activity - Leader In Me Training for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive training in the leadership model, Leader In Me, that develops positive effective and leadership qualities in students.	Community Engagement	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title I Part A	Principle, Leader In Me Parent Liaison
Activity - Leader In Me Parent Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Liaison coordination of activities to promote the leadership model, Leader In Me, and leadership qualities in students.	Community Engagement	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title I Part A	Principle, LIM team leaders

Goal 5: All students will become proficient in Science.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 50% in Science by 06/13/2019 as measured by the 4th grade NWEA, local and state assessments..

Strategy 1:

Incorporating Next Generation Science Standards - All classroom teachers K-4th grade will utilize best practices teaching strategies to develop understanding of science content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility.

Teachers will incorporate reading, writing and project-based learning to engage and empower learners. Teachers will empower learners by designing complex, authentic challenges that engage students, require them to demonstrate mastery of knowledge, and foster written and oral communication skills. In addition, by making learning relevant and creating a collaborative learning culture, students will become connected to, engaged with, and challenged by their school, teachers and peers.

Category: Science

Research Cited: Baumgartner, Erin & Zabin, Chela. (2008). A case study of project based instruction in the ninth grade: a semester long study of intertidal biodiversity. Environmental Education Research - ENVIRON EDUC RES. 14. 97-114. 10.1080/13504620801951640. Project Based Learning: Comparative studies identified for this review found project-based learning to be an effective means of teaching both content information and related skills. Students in project-based classrooms exhibited greater gains in content knowledge than their traditionally taught peers.

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Mergendoller, J. R. , Maxwell, N. L. , & Bellisimo, Y. (2006). The Effectiveness of Problem-Based Instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-Based Learning*, 1(2).

Available at: <https://doi.org/10.7771/1541-5015.1026> Several studies indicated that the beneficial academic effects of project-based instruction were most pronounced for middle to low-achieving students.

BCAMSC (2006). Michigan Mathematics and Science Network Final Report. Battle Creek.

Battle Creek Science curriculum provides a good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical, earth, inquiry and technology).

Tier: Tier 1

Activity - Project Based Learning Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers will receive training on Project Based Learning	Professional Learning	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title II Part A	District Curriculum department , building principal and select all classroom teachers.

Activity - Project Based Learning Incorporated	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Project Based Learning, engaging students in solving a real-world problem or answer a complex question.	Academic Support Program	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title I Part A	Principal, teachers

Activity - Integrate Non-fiction texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will integrate non-fiction texts during their small group differentiated reading instruction.	Direct Instruction	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	principal, classroom teachers, intervention teachers

Activity - Battle Creek Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize The Battle Creek Science Curriculum for physical, earth, and life science. Students will use observation, data collection, investigation and informational text as they explore the science content.	Monitor	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title II Part A	Classroom teachers, principal

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff will participate in various PBL/science professional development.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/12/2020	\$0	Title II Part A	Principal, teachers and coaches

Goal 6: All students will become proficient in Social Studies.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 50% in Social Studies by 06/16/2023 as measured by scores on local and state assessments.

Strategy 1:

Social Studies Content - All instructional staff will actively engage students in interactive, meaningful, value-based social studies instruction and 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 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.

Baumgartner, Erin & Zabin, Chela. (2008). A case study of project based instruction in the ninth grade: a semester long study of intertidal biodiversity. Environmental Education Research - ENVIRON EDUC RES. 14. 97-114. 10.1080/13504620801951640. Project Based Learning: Comparative studies identified for this review found project-based learning to be an effective means of teaching both content information and related skills. Students in project-based classrooms exhibited greater gains in content knowledge than their traditionally taught peers.

Mergendoller, J. R. , Maxwell, N. L. , & Bellisimo, Y. (2006). The Effectiveness of Problem-Based Instruction: A Comparative Study of Instructional Methods and Student Characteristics. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Available at: <https://doi.org/10.7771/1541-5015.1026> Several studies indicated that the beneficial academic effects of project-based instruction were most pronounced for middle to low-achieving students.

Tier: Tier 1

Activity - Best Practices in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Building principal and teachers will engage in researching best practices teaching of current social studies topics.	Implementation	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title II Part A	District Curriculum department , building principal and classroom teachers.
Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Project Based Learning to engage students in solving a real-world problem or answer a complex question.	Academic Support Program	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Title I Part A	Principal, teachers
Activity - Integrate Non-fiction texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers and reading instructors will integrate non-fiction texts into their small group differentiated reading instruction.	Direct Instruction	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	Principal, classroom teachers, intervention teachers
Activity - Incorporating Informational Magazines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use informational Magazines for weekly Social Studies instruction to learn about current events, history and culture.	Direct Instruction, Materials	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Title I Part A	instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Student Intervention	ELL students identified will receive support from ELL consultants hired from Wayne RESA	Academic Support Program	Tier 2	Monitor	07/01/2019	06/16/2023	\$0	ELL consultants , building principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Math Tutoring	Students who are identified because they need additional support in the area of math will participate in after school tutoring to master basic math skills.	Academic Support Program	Tier 3	Implement	07/02/2018	06/16/2023	\$0	Building principal and teaching staff.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Battle Creek Science Curriculum	Instructional staff will utilize The Battle Creek Science Curriculum for physical, earth, and life science. Students will use observation, data collection, investigation and informational text as they explore the science content.	Monitor	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Classroom teachers, principal
Math Professional Development	Select staff will participate in various math professional development opportunities.	Professional Learning	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Principal and Teachers

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Instructional Coach	Instructional coaches will be utilized to support on going, job embedded professional development to support the district initiatives in reading, writing, science, social studies and math.	Professional Learning, Academic Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Director of Instruction, building administration and instructional coaches.
Small Group Reading Instruction	All teachers will implement best practices in small group reading instruction matched to student need based on learning goals and assessment data.	Professional Learning, Academic Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	K-4th grade classroom teachers, interventionists, and special education teachers.
Best practices book study	Select K-4 staff will participate in a book study in the area of best practices.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/12/2020	\$0	All K-4 staff, principal and instructional coaches
English Language Arts Professional Development	Select teacher/staff will participate in various reading and writing professional development opportunities such those available at the National Reading Recovery and K-6 Conference.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/16/2023	\$0	Principal, Teachers, instructional coaches
Leader In Me	Teachers will receive additional training in the leadership model, Leader In Me, that develops positive affective and leadership qualities in students.	Behavioral Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	All staff will participate in training. Principal will monitor attendance and facilitate training.
Extended Day English Language Arts Instruction	Students will be identified to participate in after school tutoring and work with teachers and interventionists on literacy strategies.	Academic Support Program	Tier 3	Monitor	09/04/2018	06/16/2023	\$0	Building principal, classroom teachers and literacy interventionists

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Project Based Learning Training	Select teachers will receive training on Project Based Learning	Professional Learning	Tier 1	Implement	07/02/2018	06/16/2023	\$0	District Curriculum department , building principal and select all classroom teachers.
Best Practices in Social Studies	Building principal and teachers will engage in researching best practices teaching of current social studies topics.	Implementation	Tier 1	Implement	07/02/2018	06/16/2023	\$0	District Curriculum department , building principal and classroom teachers.
Professional Development	Select staff will participate in various PBL/science professional development.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/12/2020	\$0	Principal, teachers and coaches
Restorative Practices	Select staff will be trained in the key concepts of Restorative Practices and how they are used to build strong healthy relationships, resolve challenges and build social capital to lead to students receiving a well-rounded education.	Behavioral Support Program	Tier 2	Monitor	09/04/2018	06/16/2023	\$0	building principal, social worker and select teachers
Professional Learning Teams	Teachers will meet in grade level teams to analyze state, local and grade level data and student work samples for the purpose of aligning instruction to individual, group and grade level needs. A data dialogue model will be used for this purpose.	Professional Learning	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Building principal and teaching staff.
Purchase Literacy Materials	Purchase literacy materials to enhance intervention support.	Materials	Tier 2	Implement	07/02/2018	06/16/2023	\$0	Principal, Interventionist, coaches.
Illuminate	All staff will participate in Illuminate training. Illuminate will be used for reading, math and grade level common assessments.	Teacher Collaboration, Academic Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Building Principal, teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Software	Purchase software to support and enhance student learning.	Technology	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Building principal, all teaching staff
Handwriting Without Tears	All students in grade K-4 will utilize the "Handwriting Without Tears" materials to help develop and improve their handwriting skills as they practice correct letter formation while also developing letter/sound and reading skills.	Implementation, Materials	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	teachers, principal
Mathematics Intervention	As needed, intervention teachers will provide additional mathematics support for students who are not making expected progress. All identified students in grades K-4 will receive additional, differentiated instruction.	Academic Support Program	Tier 2	Implement	07/02/2018	06/16/2023	\$0	Building principal, math intervention teacher, classroom teacher.
Incorporating Informational Magazines	Instructional staff will use informational Magazines for weekly Social Studies instruction to learn about current events, history and culture.	Direct Instruction, Materials	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	instructional staff
Project Based Learning	Project Based Learning to engage students in solving a real-world problem or answer a complex question.	Academic Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Principal, teachers
Professional Language Arts Resources	To support best practices, teachers will be provided with reference books on writing and project based learning. Kindergarten through fourth grade will receive a Lucy Calkin's units of study in writing set.	Professional Learning	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Building Principal, all teaching staff
Project Based Learning Incorporated	Implement Project Based Learning, engaging students in solving a real-world problem or answer a complex question.	Academic Support Program	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Principal, teachers
Restorative Practices: Panther "Pause"	Hire 1 full time certified counselor/ social worker/ behavioral coach to run restorative practice circles where students will be taught restorative concepts and skills for dealing with conflict in an effort to create calmer, more focused classrooms. This qualified professional will also be used to coach teachers in restorative practices and implementing behavior plans for struggling students.	Behavioral Support Program	Tier 2	Implement	07/02/2018	06/16/2023	\$0	Building principal, social worker and hired social worker/ counselor/ behavioral coach

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Positive Behavior Intervention Support	All staff will utilize the common language and behavioral protocols of Positive Behavior Intervention Support with all students K-4. Data will be collected and analyzed to help with the challenges and successes of the program components.	Behavioral Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Principal will monitor the implementation. All staff will implement program. PBIS committee will gather and disseminate data.
Purchase Jan Richardson's Next Step In Guided Reading Assessments K-2, 3-6	The Jan Richardson kit uses the Assess-Decide-Guide framework to assess reader's word knowledge, phonics skills, fluency and comprehension skills.	Materials	Tier 2	Implement	07/01/2019	06/16/2023	\$0	principal, coaches, intervention teachers
Support of Trauma Impacted Students	Select staff will participate in professional development focused on providing support to students dealing with trauma exposure and poverty.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/16/2023	\$0	Principal, teachers, coaches and support staff
Kindergarten Intervention	All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session. Kindergarten teachers will work with the students to assess their entry level skills. The assessment data will be used to provide interventions when school starts in the fall and to group students for appropriate instructional programs..	Evaluation	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Director of instruction, principal and kindergarten staff.
Leader In Me Training for Parents	Parents will receive training in the leadership model, Leader In Me, that develops positive effective and leadership qualities in students.	Community Engagement	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Principle, Leader In Me Parent Liaison
Small Group Guided Reading Materials	Currently teachers have a limited supply of appropriately leveled contemporary fiction and non-fiction books to use with guided reading groups. Purchase additional Jan Richardson's Footprints Guided Reading sets for grades K- 4 to be used in guided reading. This system is a theory based, easy-to-follow set of lessons and books for teaching guided reading.	Direct Instruction	Tier 1	Implement	07/02/2018	06/16/2023	\$0	building principal, all teaching staff
Project Based Learning	Implement Project Based Learning to engage students in solving a real-world problem or answer a complex question.	Academic Support Program	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Principal, teachers
Software	Purchase software to support and enhance student achievement.	Technology, Academic Support Program	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Principal, Teachers

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ESGI Early Assessment System	All students in grades K-2 will be assessed using this online one-on-one assessment tool to allow teachers to target and differentiate instruction.	Evaluation	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	All K-2 teachers and intervention staff
Leader In Me Parent Liaison	Parent Liaison coordination of activities to promote the leadership model, Leader In Me, and leadership qualities in students.	Community Engagement	Tier 1	Implement	07/02/2018	06/16/2023	\$0	Principle, LIM team leaders
Differentiated English Language Arts Instruction	Four literacy intervention teachers will be utilized to provide pull-out, small group, differentiated leveled reading instruction using both narrative and informational text. Summative assessment (DRA II) will be used quarterly, to reassign student groups as strengths and weaknesses are identified.	Direct Instruction	Tier 2	Monitor	09/03/2019	06/16/2023	\$0	Building principal, special education teacher, and four literacy intervention ists.
Project Based Learning	Continue Project Based Learning to engage students in solving a real-world problem or answer a complex question.	Academic Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Principal, teachers
Phonics First	Phonics First will be taught daily to enhance foundational literacy skills. Supplies will be replenished as needed including dry erase markers, red word screens, dry erase boards and red crayons. New staff will receive training and support.	Implementation	Tier 2	Monitor	07/02/2018	06/16/2023	\$0	classroom teachers, principal
Monitor Implementation of Think Up	All classrooms, K-4 will use Think Up, a literacy resource that promotes the development of literacy skills. Think Up builds confidence and stamina as students comprehend and analyze literary and informational texts and respond using a variety of formats that mirror testing situations. In addition, students practice language skills and make reading-writing connections as the complete unit components and Performance Task Assessments.	Supplemental Materials	Tier 1	Monitor	07/01/2019	06/16/2023	\$0	Principal, teachers
Integrate Non-fiction texts	Classroom teachers will integrate non-fiction texts during their small group differentiated reading instruction.	Direct Instruction	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	principal, classroom teachers, intervention teachers
Integrate Non-fiction texts	All classroom teachers and reading instructors will integrate non-fiction texts into their small group differentiated reading instruction.	Direct Instruction	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Principal, classroom teachers, intervention teachers

School Improvement Plan

Tyler Road Elementary School

Second Step social/emotional curriculum	The school social worker will provide 30 minute weekly lessons in character development K-4.	Behavioral Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	School social worker will provide the lessons. Principal will monitor implementation through walk through and weekly schedule.
Purchase sets of Lucy Calkins Units of Study	Purchase sets of Lucy Calkins Units of Study in Writing for all K-4 teachers.	Materials	Tier 1	Getting Ready	07/01/2019	06/12/2020	\$0	Principal, K-4 teachers and instructional coaches
Panther Den	Students are matched to another staff member and meet twice a month to support Leader In Me habits.	Behavioral Support Program	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Principal & all staff
Parent Coordinator	Parent coordination activities to promote effective communication to support for families to help increase student achievement. The person(s) organizing the parent activities will receive a stipend and a budget for needed supplies.	Parent Involvement	Tier 1	Monitor	07/02/2018	06/16/2023	\$0	Principal, staff and parent coordinator.
Implementation of Lucy Calkins Units of Study in Writing	All teaching staff K-4th grade will implement the Units of Study in Opinion, Information, and Narrative Writing curriculum within their classroom instruction. Teachers will implement the curriculum to improve the students' writing ability and their understanding of the qualities of good writing. Teachers will improve their ability to provide effective feedback to students.	Implementation	Tier 1		07/01/2019	06/12/2020	\$0	Principal, K-4 teachers and instructional coaches
MTSS	Multi-tiered student support (MTSS) will be in place to identify and support struggling learners through tiered intervention.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	07/01/2019	05/01/2023	\$0	Principal, teachers, coaches, and support staff.