



School Improvement Plan

Justus Gage Elementary School

Dowagiac Union School District

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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 2016-2017 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	Abbreviated Goals and Plans template has been uploaded" in the text box below.	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was a collaborative effort of the School Improvement Team, the Justus Gage staff, parents and community members. The school secretary and district personnel aided in the completion of the data portion of the comprehensive needs assessment. This will be updated on an annual basis.

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?

Demographic Data

Based on Justus Gage demographic data, we observed a decrease in enrollment over the past 5 years. The economically disadvantaged population has increased by 25%. Over this same time period, the African American population has decreased, while the multi-racial population has increased.

Student Achievement Data

On average the last three years of data has shown no significant trends. However, Justus Gage has met AYP over this time period. Based on the MEAP Student Achievement Data, the areas needing improvement are writing and mathematics. The subgroups below the proficiency level are economically disadvantaged and students with disabilities. Based on the NWEA data, the concern is the mean RIT scores are consistently below the national norm in reading, language usage and mathematics. Our building has continued to use Running Records and have completed a third year of testing students. There is no trend data at this time for running records. We are starting to see a positive trend in improving growth(moving up levels).

Perception and Process Data

Based on parent surveys, student surveys and staff surveys that were conducted in the spring of 2017, the data shows improvement from surveys in previous years. However, the following challenges were presented:

- *communication among staff
- *Parent/Staff communication
- *A safe school environment

As a staff we will continue to look for ways to increase our survey participation numbers for both student and parent surveys.

Program and Process Data

As a building, programs, processes and results continue to be analyzed. These analysis have shown the following areas of challenge: instructional fidelity to the program between and among all grade levels in writing; timely analysis and use of data to further differentiate and plan instruction for students, including those students with disabilities; and continuous professional development to support instructional
SY 2017-2018

changes

Goals After analyzing the data, three active goals have been developed. Our active goals are in the curricular areas of reading, writing, and math. While these goals meet the needs of the whole school, special attention will be paid to our economically disadvantaged students and students with disabilities.

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.

School goals are connected to the needs assessment by focusing on specific areas of concern. Reading comprehension is a major area of concern, and the reading goal focuses on comprehension as with the social studies and science goals. Reading comprehension across the curriculum is an area of concern and future improvement. The math goal is based on basic computation and problem solving skills. These areas are very interconnected, the data analyzed shows us this is an area of concern and in need of improvement. The greater the need exhibited by students, the higher the level of resources provided.

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 established will focus on the whole school with special attention being paid to our sub-groups. As a whole, all groups at Justus Gage need to improve on assessments. Students that are economically disadvantaged will be targeted for improvement based on the trending number of students who fall into this category and their individual needs will be addressed.

Component 2: Schoolwide Reform Strategies

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

The school wide strategies include a focus on vocabulary in all four core areas, reading comprehension strategies, math strategies including graphing, differentiated instruction for students. There is also a focus on the increase in technology in all curricular areas. This includes but isn't limited to iPads, smartboards, computer based programs, document cameras. Justus Gage will utilize a variety of strategies including differentiated instruction, cooperative learning, Title 1, building interventionist, and numerous technology interventions.

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).

Marzano's research will guide Justus Gage in the implementation of vocabulary instruction. This vocabulary instruction will lead to grade level, content specific vocabulary lists.

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

Differentiated instruction is implemented across subject areas. Several strategies have helped in developing and using differentiated instruction in the classroom include Differentiating Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forsten, Jim Grant, and Betty Hollas (2013), Differentiated Instructional Strategies- One Size Doesn't Fit All By Gayle H. Gregory and Carolyn Chapman (2002), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999) The implementation of new math series for all grade levels K-5 has given staff the materials and resources needed to differentiate and meet the needs of all students across subgroups.

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.

Strategies provided by the school to enrich and accelerate curriculum for selected students include Title 1 services, extended learning programs, building interventionist, migrant/ELL services, differentiated instruction, reading recovery, literacy support lessons, cooperative learning groups, success time, and the numerous technology options to increase student skills. These interventions range from small group to individual interventions depending on the needs of the student.

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

not limited to classroom teachers, building interventionists, title 1 staff, migrant/ELL staff, and classroom support staff.

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 instructional paraprofessional staff meet state and federal requirements for "highly qualified" status.	

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 teachers meet the NCLB requirements and are highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We had one certified teacher be transferred w/in the district and we filled this position with a 1st year teacher.

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

The majority of the key teaching and learning personnel have more than 10 years of experience.

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

Justus Gage provides many leadership opportunities for lead teachers, school improvement team, PDCA team, and Student Assistance Team (SAT). Justus Gage makes connections with Junior Achievement, Southwestern Michigan College tutors and Project Lean, to name a few. Teachers have comparable salaries for the region. There are many professional development opportunities for teachers. Teachers continue to work in the building because of the positive learning community among all building stakeholders and continue to strive for excellence on behalf of students.

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

We attract highly qualified teachers through career placement centers at multiple universities. Dowagiac teachers have comparable salaries for the region. There are many professional development opportunities for teachers. The district promotes a collaborative effort among all stakeholders to create the best learning environment for everyone.

Dowagiac Union Schools supports new teachers through a mentoring program. Each new teacher is provided a mentor (a tenured teacher) for three years. Throughout the three years, mentors and mentees meet quarterly at a district-wide level to collaborate on district goals. To encourage teacher retention, the district provides partial tuition reimbursement for state certification requirements as well as partial certification renewal reimbursement. DUS provides development for teachers throughout the year and opportunities are available periodically for non-district sponsored professional development.

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?

n/a

Component 5: High Quality and Ongoing Professional Development

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

The staff has and continues to participate in training in writer's workshop, reader's workshop and will also receive training in the ELA area with MAISA units. We also continue our 4th year of Power School district wide. The district is committed to improve engagement and levels of questioning and our build will have a team receive training and participate in ALT(Academic Literacy Project-Feldman) Elementary teachers will also receive new Science Materials and Training for the 17-18 school year.

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

The professional learning is sustained and ongoing as teachers meet as grade level teams to work on implementing new resources. Regularly scheduled staff meetings also allows for the collaboration across grade levels. Running Records training was given to new teachers. A differentiated instruction class for essential instructional practices in early literacy is also offered and recommended to teachers who may be in need.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Teachers and building principals have input as central administration sets the schedule for professional development.	

Component 6: Strategies to Increase Parental Involvement

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

The staff at Justus Gage believes that schools work best when parents take an active interest in their child's education and encourage them to do as well. The Justus Gage School Improvement Team encourages and invites parents to participate in School Improvement meetings to discuss issues that affect the school and their roles as parents in the learning process. The school family partnership is further developed through coordination with the Title 1 program and the Parent Teacher Organization.

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

Parents are invited and welcomed to attend school improvement meetings. Parent concerns and ideas are welcomed by the teaching staff and the administration throughout the year. Discussion at school improvement meetings will be focused around the critical components of the learning process, the evidence of growth, and plan for continuous growth and improvement.

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

Parents are invited and welcomed to attend school improvement meetings. Parent concerns and ideas are welcomed by the teaching staff and the administration throughout the year. Discussion at school improvement meetings will be focused around the critical components of the learning process, the evidence of growth, and plan for continuous growth and improvement.

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		Title I School/Family Compact

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

1118(e) 1. Annual Title 1 parent informational meeting in the fall of the school year. This meeting will share how their child qualified for Title1, explain the program, assessment results (parent reports) presented at conferences including but not limited to NWEA, Running Records, and M-Step. Present in family friendly language how the Title 1 program will be monitoring their child's progress throughout the year.

2. Justus Gage Parent Fair will occur once a year with family-student activities focusing on areas of concern from our goals.

3. The Title 1 staff will provide training and guidance during staff meetings to continuously improve the staffs ability to communicate and build positive relationships with the parents.

4. A GSRP is housed at Justus Gage. These students and parents have opportunities to tour and visit the school on a daily basis. This

program offers after school parent activities. At Justus Gage, parents are sent an invitation to sign up for Kindergarten Round-up in March. Parents call to schedule a specific time for their child to have their school readiness assessment by Kindergarten staff. When the family comes to Kindergarten Round-up, they are given paperwork about busing and general school information.

5. The Justus Gage Title 1 parents will be informed via letters, phone calls and/or emails of meetings held at various times throughout the school year. Materials are provided in a family friendly format and Spanish language versions are available.

6. The Justus Gage Title 1 staff is available during parent/teacher conferences, before or after school to help support staff and parents in a reasonable manner when deemed necessary.

1118(f) The Justus Gage Title 1 staff will utilize the migrant/bilingual services as necessary throughout the school year, including but not limited to newsletters, parent compact, parent involvement policy, parent/teacher conferences and any focus group meetings.

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

We conduct parent surveys.

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

Surveys are analyzed and averaged to see which programs need to be implemented, changed or discontinued.

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

We continue to discuss necessary information that must be stated in the compact.

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

Teachers discuss which compact areas have been both present and missing to date. Strategies are then discussed to help towards achieving goals.

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

Common characteristics are present with middle school compacts in regards to individual classroom teachers.

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

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

Both NWEA and M-Step results are explained at parent-teacher conferences.

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?

We have both an "Inside Track" and ECSE program that is included in school-wide assemblies and activities.

Area pre-school programs visit Justus Gage in the spring to provide students and parents an opportunity to tour the building and meet the Kindergarten staff while participating in an activity with the Kindergarten staff and students. A GSRP: Great Start Readiness Program, called inside Track, is available within the district and is housed at Justus Gage. These students and parents have opportunities to tour and visit the school on a daily basis. The program offers after school activities for parents and students. Our Kindergarten staff is invited to participate in these after school parent activities. Parents are sent an invitation to sign up for Kindergarten Round-up in March. Parents call to schedule a specific time for their child to have their school readiness skills assessment by the Kindergarten staff. When the family comes to Kindergarten Round-up they are given paperwork about bussing and general school information. Parents and students are given the opportunity to tour the school during Kindergarten Round-up.

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?

Our ECSE teacher is included in all staff meetings and professional development days. Skill building websites and activities are frequently included in our weekly newsletters. Readiness supplies are issued before the summer to increase their reading skills for kindergarten. Parents are invited to bring their children the first day of school and they will have opportunities to fill out paperwork and ask questions.

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?

Justus Gage teacher have input into the decisions regarding the use of school-based academic assessments and data analysis. On a regular basis, the staff meets within their grade levels to discuss assessments used at each grade level. The staff also utilizes staff meetings and school improvement meetings to discuss, develop and analyze common assessments. An example is common assessment for grade level within the building. The Student Academic Team(SAT) makes recommendations for additional screenings, progress monitoring and further assessments.

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

Disaggregating data is common practice to build develop school improvement goals. Success Time (PDCA) also requires data to be analyzed when placing students into specific groups based on skill level. Common assessment are developed based on the Common Core State Standards.

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.

M-STEP scores will be analyzed to help determine which students will receive reteaching lessons within our Success Time block and receive Title1 support. Kindergarten through fifth grade students are assessed three times a year using Running Records for reading. As needed, students are also given progress monitoring assessments. The NWEA is also administered for grades Kindergarten through five in the fall, winter and spring. Classroom assessments and grade level assessments are used to identify students as well. PowerSchool is used to monitor student's math, reading, writing, science, and social study grades, homework and citizenship.

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?

Students that are experiencing difficulty are supported after being identified. At Justus Gage, we support students by utilizing tier 2 and tier 3 interventionists who work 1 on 1 or in small groups teaching targeted skills. Students also receive assistance through Title 1 staff, Reading Recovery/Literacy Support lessons, small group instruction within the classroom, after school tutoring, summer school, and use of additional programs. Some technology programs that are used to assist students who are experiencing difficulty are:

Study Island, a web based program allows students to practice reading and math standards. The program provides instant teaching and remediation for students. As students participate in the testing of the standards, the program monitors progress and automatically assesses students' ability and provides reports for teachers and parents. SuccessMaker, a computer based program allows students to practice reading and math standards. The program provides instant teaching and remediation for students along with providing reports for teachers and parents. RAZ-Kids is a web based program that allows students to practice reading fluency and comprehension skills. This program automatically assesses students' ability and provides reports to teachers. For students who, in spite of additional assistance, are not making gains in the classroom, a referral to the Student Assistance Team (SAT) is implemented. The team works together to develop a plan of new interventions and strategies to work with students. If these are not successful, the child may be referred for learning disability testing.

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

Several factors are looked at when determining an individual's needs. Computer Programs including: Study Island, Success Maker, among others are utilized. Classroom performance from mini and common unit assessments are also major deciding factors when developing instruction for specific individuals and groups. Time is given to classroom teachers to construct grade level assessments and learning tools that take individual learning styles into account.

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.

At the elementary level, the plan coordinates and integrates the programs and services based upon age appropriateness and the identified needs.

ECSE (Early Childhood Special Education)

Brookside Learning Center

Speech and Language

Physical Therapist

Occupational Therapist

Grief Counseling

Social Worker

Guidance Counseling

Tutoring Programs (Pokagon)

Local police/sheriff department

Social Service Department

Michigan State University extension office

Cass County Health Department

Head Start

Title I

Title IIA

Title IID

Title III

Section 31A

Food and Nutrition (Project Lean)

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.

CNA:

District Funding

School Improvement Team

Schoolwide Reform Strategies:

General Funding

Differentiated Instruction- Use of a variety of manipulatives

Highly Qualified Professional Staff:

All staff are highly qualified Teachers

Strategies to Attract Highly Qualified Teachers:

Title I Schoolwide Diagnostic

SY 2017-2018

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Justus Gage Elementary School

General Fund

New Teacher Orientation Program, Mentoring and training, District Professional Development

Highly Qualified and Ongoing Professional Development:

General Fund/Title IIA

PDCA

Parent Fair

SoWeMi- South West Michigan parent conference

Reading Recovery

Writing Consultant

Economically Disadvantaged PD

Vocabulary presentation

Resource books for mentor/mentee meetings

Strategies to Increase Parental Involvement:

General Fund, Title IIA

PTO

Open House

District Parent Advisory Committee meeting, Parent/Teacher conferences, Building Parent Advisory Meetings, PTO meetings, Parent Fair,

SoWeMi parent conference, PTO night activities

Preschool Transition Strategies

General Fund, Title IA

Kindergarten Round-Up and Screening, substitutes for Kdg Round-Up, Kinder Visitation, Mailings

Teacher Participation in Making Assessment Decisions:

General Fund

Curriculum Meetings, Grade Level Meetings, Staff Meetings, General Fund

Curriculum Meetings, Grade Level Meetings, Staff Meetings, School Improvement Meeting, PDCA

Additional Assistance to Students Having Difficulty:

General Fund, Summer School, Paraprofessionals, Running Records, Title I Teacher, Title III, Migrant paraprofessionals, vision/hearing screenings, Reading Eggs, RAZ Kids, Study Island, NWEA, Social Work Services

Coordination and Integration of Resources:

General Fund

District coordinator

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.

Teachers and counselors provide grade level appropriate aggressive behavior prevention, Trooper Rob from the State police presents violence prevention programs to all grade levels. Project Lean presents grade level lessons to teach about nutrition and healthy choices, GSRP is offered at Justus Gage.

Evaluation:

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

The School Improvement Team determines whether the school wide program has been effective in increasing the achievement of students who had been furthest from achieving the standards by interpreting the data and identifying which interventions would be most effective in targeting individual student needs. The Justus Gage school improvement team includes staff and parents.

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.

Justus Gage annually evaluates the implementation and results achieved by the school-wide program using data from the State assessment and other indicators of academic achievement through disaggregation of the data. Following receiving the data, the staff collaborates to identify areas of need and students most at risk using the state assessment, NWEA, Running Records and Classroom assessment 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.

The school improvement team determines whether the school-wide program has been effective in increasing the achievement of students who had been furthest from achieving the standards by interpreting the data and identifying which interventions would be most effective in targeting individual student needs.

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 school improvement team revises the plan throughout each school year as needed. In particular, the team and staff collaborate to interpret the state assessment, NWEA, and Running Records data. Based on this review, the school improvement goals are re-evaluated yearly.

Justus Gage 2017-18

Overview

Plan Name

Justus Gage 2017-18

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 improve their multistep problem solving skills, fraction and geometric concepts and computation at all grade levels.	Objectives: 1 Strategies: 5 Activities: 20	Academic	\$50587
2	All students will improve their ability to read and comprehend a variety of printed materials across the curriculum.	Objectives: 1 Strategies: 3 Activities: 30	Academic	\$79426
3	All students will improve writing skills across the curriculum	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$1100
4	All students will maintain or improve their social skills which will allow them to become a Justus Gage HERO to the best of their ability.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$7000
5	All students will increase their application of reading comprehension skills to informational social studies text.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$138
6	All students will increase their application of reading comprehension skills to informational science text	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$137

Goal 1: All students will improve their multistep problem solving skills, fraction and geometric concepts and computation at all grade levels.

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fractions, computation and problem solving in Mathematics by 08/30/2019 as measured by the State Assessment, NWEA, and teacher assessments, monitoring the 3% increase annually over the next three years..

Strategy 1:

Differentiated Instruction - Staff will incorporate differentiated instruction as necessary to meet the individual students needs in math and science. Differentiated instructional activities will vary according to each classroom experience. The groups will be data- driven, using results from NWEA, MEAP and classroom created assessments.

Category: Mathematics

Research Cited: Florida Center for Reading Research, A Focus on Fluency by Osborn, Lehr and Heibert , Bringing Words to Life by Beck, McKeown and Kucan (2002), Integrating Differentiated Instruction Understanding by Design by Carol Ann Tomlinson and Jay McTighe (2006), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999), Differentiated Instructional Strategies- One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman (2002), Differentiated Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forstenm, Jim Grant and Betty Hollas (2003), A Handbook for Classroom Instruction that Works by Marzano, Norford, Paynter, Pickering, and Gaddy (2001), CHAMPS- A Proactive and Positive Approach to Classroom Management by Randy Sprick, Mickey Garrison, and Lisa Howard (1998), Differentiated Instruction- Making It Work by Patti Drapeau (2004), Teaching Vocabulary Through Differentiated Instruction with Leveled Graphic Organizers by Nancy L. Witherel and Mary McMackin (2007), Research-Based Method of Reading Instruction by Sharon Vaughn and Sylvia Linan-Thompson (2004), Differentiated Instructional Strategies for Reading in the Content Areas by Carolyn Chapman and Rita King (2003)

Tier:

Activity - Building Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building interventionist will provide individual and small group instruction for identified students.	Direct Instruction			09/01/2015	08/31/2018	\$4855	Title I Part A	Classroom staff, resource room staff, Title I staff, building interventionist

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Activity - Student Assistance Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use analyzed assessments within the Student Assistance Team (SAT) to plan and provide timely and effective additional assistance as needed for students	Academic Support Program			09/01/2015	08/31/2018	\$1600	Other	Principal, counselor, classroom teachers, resource room staff, Title I staff, migrant staff, building interventionist
Activity - Cooperative Learning Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in flexible cooperative learning groups to increase understanding of the curricular area identified as an area of need.	Direct Instruction			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, Title I staff, migrant staff, building interventionist, resource room staff
Activity - Migrant and ELL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Migrant/ ELL staff will provide individual and small group instruction for identified students, including but not limited to, in class help, small groups, extended day programs (including transportation). Migrant/ ELL staff will provide these services by reinforcing classroom instruction and incorporating individual student needs utilizing materials specific to student needs in the area of math.	Direct Instruction			09/01/2015	08/31/2018	\$6265	Title III, Title I Part C	Migrant ELL staff, classroom staff, resource room staff, Title I staff
Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Standardized test that will be administered two times a year.	Other			09/01/2015	08/31/2018	\$0	General Fund	Classroom staff, Title I staff, migrant/ ELL staff, building interventionist
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Activity - Students with Disabilities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with disabilities the appropriate accommodations to ensure success	Academic Support Program			09/01/2015	08/31/2018	\$0	Special Education	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, building interventionist

Activity - Title I program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I program will provide individual and small group instruction for identified students	Academic Support Program			09/01/2015	08/31/2018	\$25162	Title I Part A	Title I teacher, Title I paraprofessional, classroom staff

Activity - Success Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in small group instruction based on their individual needs. The groupings will vary based on the concept being revisited.	Academic Support Program			09/01/2015	08/31/2018	\$0	No Funding Required	Classroom staff, Title I staff, resource room staff, building interventionist

Activity - Math Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Justus Gage Elementary School

Math materials will be utilized for hands on instruction by tier 2 and 3 interventions.	Materials			09/01/2015	08/31/2018	\$1500	Title I Part A	classroom staff, building interventionist, title 1 staff, resource room staff, migrant/EL L staff, extended day staff.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development to learn best practices to implement in the classroom setting.	Professional Learning	Tier 1	Getting Ready	09/01/2015	08/31/2018	\$1500	Title I Part A	principal, teachers,

Strategy 2:

Extended Day Programs - Staff will provide an extended day program for students with needs, based on assessment data and teacher observations.

Category:

Research Cited: Ready, Set, Science!: Putting Research to Work in K-8 Science Classrooms, Brian Bottge (2007); Young Mathematicians at Work; Constructing Fractions, Decimals, and Percents, Catherine Twomey Fosnot (2002), Differentiating Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forsten, Jim Grant, and Betty Hollas (2003), Differentiated Instructional Strategies- One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman (2002), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999)

Tier:

Activity - Extended Day Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Justus Gage Elementary School

Students will participate in an extended day program. This program will include but not limited to after school tutoring and summer school programs.	Academic Support Program			09/01/2015	08/31/2018	\$630	Title I Part A	Classroom staff, resource room staff, Title I staff, summer school staff, after school tutoring staff, building interventionist, migrant/EL L staff.
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Strategy 3:

Increase student achievement through technology - Staff will utilize technology for improving students computation, measurement, fraction, decimal, and problem solving skills

Category:

Research Cited: Ready, Set, Science!: Putting Research to Work in K-8 Science Classrooms, Brian Bottge (2007); Young Mathematicians at Work; Constructing Fractions, Decimals, and Percents, Catherine Twomey Fosnot (2002), Differentiating Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forsten, Jim Grant, and Betty Hollas (2003), Differentiated Instructional Strategies- One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman (2002), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999)

Tier:

Activity - iPads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will utilize the iPads and programs as a tool to incorporate additional resources to address curricular gaps in math	Technology			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, resource room staff, Title I staff, migrant/EL L staff, building interventionist

Activity - Smart Boards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Justus Gage Elementary School

Smart Board technology will be utilized for improving instruction by making lessons engaging and involving students in the use of the interactive Smart Board	Technology			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist
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Activity - SuccessMaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will utilize SuccessMaker as a tool and incorporate this additional resources to address curricular gaps in math	Technology			09/01/2015	08/31/2018	\$1000	Title I Part A, No Funding Required	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist, extended day staff

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Study Island as a tool and incorporate additional resources to address curricular gaps in computation, fractions and problem solving. Study Island will also be utilized to develop common assessments.	Technology			09/01/2015	08/31/2018	\$1000	General Fund, Title I Part A	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building resource room staff, extended day staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Justus Gage Elementary School

Staff will participate in professional development focusing on the incorporation of technology within their classrooms to increase the effectiveness of interventions for identified students.	Professional Learning			09/01/2015	08/31/2018	\$3000	Title I Part A, Title II Part A	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist, extended day staff
Activity - XtraMath	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
XtraMath is a web based program that provides practice in basic facts. The program assesses speed and accuracy of the students as they progress to more difficult operations. The students will start with addition, move to subtraction, then to multiplication, and finally division.	Technology			09/01/2015	08/31/2018	\$0	No Funding Required	Classroom staff, Title I staff, resource room staff, extended day staff, building interventionist, migrant/ELL staff
Activity - Chrome Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will utilize chrome books within the classrooms for projects and access to on-line resources such as, but not limited to SuccessMaker and Study Island.	Technology		Getting Ready	09/01/2015	08/31/2018	\$4075	Title I Part A	classroom staff, title 1 staff, resource room staff, building interventionist, ELL/Migrant staff, extended day staff.

Strategy 4:

Interpreting Data Through Graphs - Staff will provide data to students for constructing and interpreting a variety of graphs in all content areas.

Category:

Research Cited: Ready, Set, Science!: Putting Research to Work in K-8 Science Classrooms, Brian Bottge (2007); Young Mathematicians at Work: Constructing

SY 2017-2018

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Justus Gage Elementary School

Fractions, Decimals, and Percents, Catherine Tomez Fosnot (2002), Differentiating Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forsten, Jim Grant, and Betty Hollas (2003), Differentiated Instructional Strategies- One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman (2002), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999)

Tier:

Activity - Construct Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will collect data, construct a variety of graphs and interpret the information on a graph. Students will utilize conventional graphs using pencil and paper, but will also construct and interpret graphs utilizing technology	Direct Instruction			09/01/2015	08/31/2018	\$0	No Funding Required	Classroom staff, resource room staff, Title I staff, migrant/EL L staff, building interventionist, extended day staff

Strategy 5:

Problem Solving - Staff will utilize a variety of grade level appropriate problem solving activities in math and science.

Category:

Research Cited: : Ready, Set, Science!: Putting Research to Work in K-8 Science Classrooms, Brian Bottge (2007); Young Mathematicians at Work; Constructing Fractions, Decimals, and Percents, Catherine Twomey Fosnot (2002), Differentiating Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forsten, Jim Grant, and Betty Hollas (2003), Differentiated Instructional Strategies- One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman (2002), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999)

Tier:

Activity - Problem Solving Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Justus Gage Elementary School

<p>Staff will create real-life mathematical problems to increase problem solving skills, including but not limited to draw a picture, guess and check, work backwards, highlighting important information, crossing out extra information. Staff will utilize a variety of avenues to accomplish these tasks, such as pencil and paper, computers, smart boards, iPads etc.</p>	<p>Direct Instruction</p>			<p>09/01/2015</p>	<p>08/31/2018</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Classroom staff, resource room staff, Title I staff, migrant/EL L staff, building intervention ist, extended day staff</p>
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Goal 2: All students will improve their ability to read and comprehend a variety of printed materials across the curriculum.

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency and comprehension in English Language Arts by 08/30/2019 as measured by the State Assessment, NWEA, and Running Records, monitoring the 3% increase annually over the next three years..

Strategy 1:

Comprehension and Fluency (1) - Staff will utilize a variety of activities to promote strategies to increase comprehension and fluency in all content areas.

Category:

Research Cited: Florida Center for Reading Research, A Focus on Fluency by Osborn, Lehr and Heibert , Bringing Words to Life by Beck, McKeown and Kucan (2002), Integrating Differentiated Instruction Understanding by Design by Carol Ann Tomlinson and Jay McTighe (2006), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999), Differentiated Instructional Strategies- One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman (2002), Differentiated Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forstenm, Jim Grant and Betty Hollas (2003), A Handbook for Classroom Instruction that Works by Marzano, Norford, Paynter, Pickering, and Gaddy (2001), CHAMPS- A Proactive and Positive Approach to Classroom Management by Randy Sprick, Mickey Garrison, and Lisa Howard (1998), Differentiated Instruction- Making It Work by Patti Drapeau (2004), Teaching Vocabulary Through Differentiated Instruction with Leveled Graphic Organizers by Nancy L. Witherel and Mary McMackin (2007), Research-Based Method of Reading Instruction by Sharon Vaughn and Sylvia Linan-Thompson (2004), Differentiated Instructional Strategies for Reading in the Content Areas by Carolyn Chapman and Rita King (2003)

Tier:

Activity - Running Records	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Justus Gage Elementary School

Staff will administer the Running Records bi-weekly, monthly, and/or benchmark three times a year in order to monitor, plan and deliver appropriate differentiated reading lessons for individual students.	Other			09/01/2015	08/31/2018	\$0	General Fund	Classroom staff, Title I staff, resource room staff, migrant/ELL staff, building interventionist, extended day staff
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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize differentiated instruction in a variety of ways within the building as needed for reading comprehension, fluency and vocabulary study	Direct Instruction			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist, extended day staff

Activity - Students with Disabilities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with disabilities the appropriate accommodations to ensure their success	Academic Support Program			09/01/2015	08/31/2018	\$0	Special Education	Classroom staff, Title I staff, resource room staff, migrant/ELL staff, extended day staff, building interventionist

Activity - Extended Day Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Justus Gage Elementary School

Students will participate in an extended day program. This program will include but not limited to after school tutoring and summer school programs.	Academic Support Program			09/01/2015	08/31/2018	\$630	Title III, Title I Part A	Classroom staff, Title I staff, resource room staff, extended day staff, migrant/ ELL staff, building interventionist
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Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained staff and identified students will participate in Reading Recovery. Staff will be trained in Reading Recovery strategies and will utilize these strategies with an identified group of students. Staff will attend additional training at State and National Conferences.	Direct Instruction			09/01/2015	08/31/2018	\$1050	Title I Part A, Title II Part D	Classroom staff, Reading Recovery staff

Activity - Student Assistance Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use analyzed assessments within the Student Assistance Team (SAT) to plan and provide timely and effective assistance as needed for students	Academic Support Program			09/01/2015	08/31/2018	\$2300	Other, Title I Part A	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, building interventionist

Activity - Migrant and ELL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Migrant/ ELL staff will provide individual and small group instruction for identified students, including but not limited to, in class help, small group, extended day programs (including transportation). Migrant/ ELL staff will provide these services by reinforcing classroom instruction and incorporating individual student needs utilizing materials specific to student needs, providing reading materials at student reading level.	Academic Support Program			09/01/2015	08/31/2018	\$5865	Title I Part C, Title III	Migrant/ ELL staff, classroom staff, resource room staff, Title I staff

Activity - Cooperative Learning Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Justus Gage Elementary School

Identified students will participate in flexible cooperative learning groups to increase understanding of content reading in all areas.	Academic Support Program			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, Title I staff, resource room staff, building interventionist, migrant/ELL staff, extended day staff
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Activity - Building Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building interventionist will provide individual and small group instruction for identified students	Academic Support Program			09/01/2015	08/31/2018	\$4854	Title I Part A	Classroom staff, Title I staff, resource room staff, migrant/ELL staff, building interventionist, extended day staff

Activity - Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled readers will be utilized within the school setting to provide additional instructional materials at the individual levels of the identified students	Academic Support Program	Tier 2	Monitor	09/01/2015	08/31/2018	\$17895	Title I Part A	Classroom staff, extended day staff, Title I staff, migrant/ELL staff, resource room staff, building interventionist

Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I program will provide individual and small group instruction for identified students	Academic Support Program			09/01/2015	08/31/2018	\$25662	Title I Part A, Title I Part A	Title I staff, Classroom staff

School Improvement Plan

Justus Gage Elementary School

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A planned activity to increase parents understanding of the goals of the building and the Title I program.	Parent Involvement			09/01/2015	08/31/2018	\$1235	Title I Part A	Title I staff, classroom staff, resource room staff, building interventionist, migrant/ ELL staff
Activity - Reading Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend a reading conference to extend their knowledge in teaching reading comprehension and fluency to reach the diverse population of learners.	Professional Learning			09/01/2015	08/31/2018	\$1500	Title I Part A	classroom teachers, title 1 staff
Activity - ESL Endorsement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL endorsement for ELL staff member. This staff member will incorporate knowledge gained during classes into the ELL program. Providing a resource for the ELL staff members within the District.	Professional Learning	Tier 3	Getting Ready	09/01/2015	08/31/2018	\$7600	Title III	ELL staff members
Activity - Migrant/ ELL Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Migrant/ ELL staff will participate in professional development through state provided conferences (two days) as well as a state trained instructor (3 half days) in the areas of reading, comprehension, fluency and vocabulary	Professional Learning	Tier 2		09/01/2015	08/31/2018	\$850	Title III	ELL staff
Activity - Covey- 7 Habits Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and Students will attend training to implement the program within the school.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	08/31/2018	\$2200	Title I Part A, Title II Part A	principal, teachers,

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Activity - Seating Options	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to sit in a variety of ways on a variety of seats including but not limited to stability balls, wobble seats, cushions, stools, and crate seats.	Academic Support Program, Behavioral Support Program, Direct Instruction, Materials	Tier 1	Getting Ready	12/01/2016	06/20/2018	\$400	Title II Part A	classroom teachers, paraprofessionals, migrant support staff, title staff, principal,
Activity - Music Express Magazine	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Music Express is a magazine subscription for our music program that brings a digital edition and print editions for students to use in the classroom. Students will be reading and comprehending about different parts and people in music.	Academic Support Program, Direct Instruction, Curriculum Development, Materials	Tier 1	Getting Ready	01/01/2017	06/20/2018	\$200	Title II Part A	principal, music teacher, classroom teacher, paraprofessionals, title 1 staff

Strategy 2:

Increase student achievement through technology (1) - Staff will utilize technology for improving student fluency and comprehension in all curricular areas

Category:

Research Cited: Florida Center for Reading Research, A Focus on Fluency by Osborn, Lehr and Heibert , Bringing Words to Life by Beck, McKeown and Kucan (2002), Integrating Differentiated Instruction Understanding by Design by Carol Ann Tomlinson and Jay McTighe (2006), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999), Differentiated Instructional Strategies- One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman (2002), Differentiated Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forstenm, Jim Grant and Betty Hollas (2003), A Handbook for Classroom Instruction that Works by Marzano, Norford, Paynter, Pickering, and Gaddy (2001), CHAMPS- A Proactive and Positive Approach to Classroom Management by Randy Sprick, Mickey Garrison, and Lisa Howard (1998), Differentiated Instruction- Making It Work by Patti Drapeau (2004), Teaching Vocabulary Through Differentiated Instruction with Leveled Graphic Organizers by Nancy L. Witherel and Mary McMackin (2007), Research-Based Method of Reading Instruction by Sharon Vaughn and Sylvia Linan-Thompson (2004), Differentiated Instructional Strategies for Reading in the Content Areas by Carolyn Chapman and Rita King (2003)

Tier:

Activity - Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Justus Gage Elementary School

Students will use computer lab time to participate in the Read Naturally program, allowing students to choose fiction and non-fiction stories to read to increase comprehension, fluency and vocabulary in all content areas	Technology			09/01/2015	08/31/2018	\$0	No Funding Required	Classroom staff, Title I staff, resource room staff, migrant/ ELL staff, extended day staff, building interventionist
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development focusing on the incorporation of technology within their classrooms to increase the effectiveness of interventions for identified staff	Professional Learning			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, Title I staff, resource room staff, migrant/ ELL staff, building interventionist, extended day staff

Activity - Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize the Reading A-Z web-based program to provide students with individual books. These books will be printed at the individual students reading level to increase reading comprehension, fluency and vocabulary	Technology			09/01/2015	08/31/2018	\$850	Title I Part A	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, extended day staff, building interventionist.

Activity - RAZ-Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Justus Gage Elementary School

Students will utilize technology to access RAZ-Kids, a web based program. This program may also be accessed at home. The program provides students the ability to listen to stories, read stories and answer comprehension questions based on their identified reading level.	Technology			09/01/2015	08/31/2018	\$850	Title I Part A	Classroom staff, resource room staff, Title I staff, extended day staff, migrant/ ELL staff, building interventionist
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Activity - SuccessMaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the SuccessMaker program to increase reading fluency and comprehension	Technology			09/01/2015	08/31/2018	\$0	No Funding Required	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, extended day staff, building interventionist

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island, a web-based program, will be utilized by students to increase their reading comprehension, fluency, vocabulary, and fundamental skills. Staff will use the data collected to provide individual instruction for identified students. This program is also accessible outside the school building.	Technology			09/01/2015	08/31/2018	\$0	General Fund	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, extended day staff, building interventionist

Activity - Smart Boards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Smart Board technology and lessons will be utilized for improving instruction by making lessons more engaging and involving students in the use of the interactive Smart Board	Technology			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, building intervention ist, extended day staff.
Activity - iPads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will utilize iPads and applications as a tool to incorporate additional resources to address curricular gaps in reading. Additional applications will be purchased with iTune cards.	Technology	Tier 2	Implement	09/01/2015	08/31/2018	\$900	Title I Part A	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building intervention ist, extended day staff
Activity - Reading Eggs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A web- based program designed for early elementary students. This program can be accessed by students to help with early literacy skills, while providing staff with informative reports.	Technology			09/01/2015	08/31/2018	\$510	Title I Part A	Classroom staff, resource room staff, building intervention ist, migrant/ ELL staff, extended day staff
Activity - Document Camera/ Data Projectors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Justus Gage Elementary School

Document cameras and data projects provide staff with the ability to share texts, papers, etc. on the large screen for all students to view.	Technology			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, Title I staff, resource room staff, extended day staff, building interventionist
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Activity - Chrome Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will utilize chrome books within the classrooms for projects and access to on-line resources such as, but not limited to, SuccessMaker, Raz-Kids, Study Island	Technology		Getting Ready	09/01/2015	08/31/2018	\$4075	Title I Part A	Classroom staff, Title I staff, resource room staff, building interventionist, ELL/Migrant staff, extended day staff

Strategy 3:

Vocabulary (1) - Staff will utilize Marzano Eight Strategies for Teaching Vocabulary such as drawing a picture, acting out words and using vocabulary in the context of a writing assignment

Category:

Research Cited: Florida Center for Reading Research, A Focus on Fluency by Osborn, Lehr and Heibert , Bringing Words to Life by Beck, McKeown and Kucan (2002), Integrating Differentiated Instruction Understanding by Design by Carol Ann Tomlinson and Jay McTighe (2006), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999), Differentiated Instructional Strategies- One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman (2002), Differentiated Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forstenm, Jim Grant and Betty Hollas (2003), A Handbook for Classroom Instruction that Works by Marzano, Norford, Paynter, Pickering, and Gaddy (2001), CHAMPS- A Proactive and Positive Approach to Classroom Management by Randy Sprick, Mickey Garrison, and Lisa Howard (1998), Differentiated Instruction- Making It Work by Patti Drapeau (2004), Teaching Vocabulary Through Differentiated Instruction with Leveled Graphic Organizers by

Nancy L. Witherel and Mary McMackin (2007), Research-Based Method of Reading Instruction by Sharon Vaughn and Sylvia Linan-Thompson (2004), Differentiated Instructional Strategies for Reading in the Content Areas by Carolyn Chapman and Rita King (2003)

Tier:

School Improvement Plan

Justus Gage Elementary School

Activity - Content specific vocabulary lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use content specific vocabulary lists to provide instruction for students	Direct Instruction			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, resource room staff, Title I staff, building interventionist, migrant/ELL staff, extended day staff

Goal 3: All students will improve writing skills across the curriculum

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the writing process and grammar usage on standardized assessments in English Language Arts by 08/30/2019 as measured by the State Assessment, NWEA and teacher assessments, monitoring the 3% increase annually over the next three years..

Strategy 1:

Classroom Writing - Staff will utilize the strategies for writing, incorporating Writers' Workshop and 6+1, while focusing on word choice to promote greater details.

Category:

Research Cited: 6+1 Traits by Ruth Culham (2003); research by Ralph Fletcher on boy writers; A Framework for Understanding Poverty by Ruby Payne (2003); Interactive Writing and Interactive Editing Stanley Swartz (2001); Words Their Way and Words Their Way with English Learners by Dr. Donald R. Bear (2009), Writing to Prompts in the Trait-Based Classroom ? Content Areas by Ruth Culham and Amanda Wheeler (2003), Differentiated Instructional Strategies for Writing in the Content Areas by Carolyn Chapman and Rita King (2003), Teaching Writing Through Differentiated Instruction with Leveled Graphic Organizers by Nancy L. Witherell and Mary C. McMackin (2005)

Tier:

Activity - Connection between Writing and the Real World	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Justus Gage Elementary School

Staff and students will utilize grade appropriate connections between writing and describing real world experiences and/ or objects.	Direct Instruction			09/01/2015	08/31/2018	\$0	No Funding Required	Classroom staff, resource room staff, Title I staff, migrant/EL L staff, building intervention ist, extended day staff
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Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided a grade level appropriate graphic organizer for writing. The graphic organizer will be used with all students, with special emphasis placed on boys to help them visualize the writing, and also on the economically disadvantaged students to help them organize their writing.	Direct Instruction			09/01/2015	08/31/2018	\$0	No Funding Required	Classroom staff, resource room staff, Title I staff, migrant/EL L staff, extended day staff, building intervention ist

Activity - Genres in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will identify grade level appropriate attributes of the different genres of writing	Direct Instruction			09/01/2015	08/31/2018	\$0	No Funding Required	Classroom staff, resource room staff, Title I staff, extended day staff, migrant/ ELL staff, building intervention ist

Activity - Students with Disabilities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provide students with disabilities with appropriate accommodations to ensure success	Academic Support Program			09/01/2015	08/31/2018	\$0	Special Education	Classroom staff, resource room staff, Title I staff, building interventionist, extended day staff, migrant/ELL staff
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development focusing on the incorporation of researched based strategies in writing	Professional Learning			09/01/2015	08/31/2018	\$1100	Title I Part A	Classroom staff, Title I staff, migrant/ELL staff, resource room staff, building interventionist, extended day staff

Activity - Title I program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I program will provide individual and small group instruction for identified students	Academic Support Program			09/01/2015	08/31/2018	\$0	Title I Part A	Title I teacher, Title I paraprofessional, classroom staff

Goal 4: All students will maintain or improve their social skills which will allow them to become a Justus Gage HERO to the best of their ability.

Measurable Objective 1:

collaborate to decrease student referrals by 5% by 08/30/2019 as measured by SWIS.

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Strategy 1:

Direct Instruction - Justus Gage staff will teach the monthly HERO expectation using direct instruction and mini lessons as necessary

Category:

Research Cited: Florida Center for Reading Research, A Focus on Fluency by Osborn, Lehr and Heibert , Bringing Words to Life by Beck, McKeown and Kucan (2002), Integrating Differentiated Instruction Understanding by Design by Carol Ann Tomlinson and Jay McTighe (2006), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999), Differentiated Instructional Strategies- One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman (2002), Differentiated Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forstenm, Jim Grant and Betty Hollas (2003), A Handbook for Classroom Instruction that Works by Marzano, Norford, Paynter, Pickering, and Gaddy (2001), CHAMPS- A Proactive and Positive Approach to Classroom Management by Randy Sprick, Mickey Garrison, and Lisa Howard (1998), Differentiated Instruction- Making It Work by Patti Drapeau (2004), Teaching Vocabulary Through Differentiated Instruction with Leveled Graphic Organizers by

Nancy L. Witherel and Mary McMackin (2007), Research-Based Method of Reading Instruction by Sharon Vaughn and Sylvia Linan-Thompson (2004), Differentiated Instructional Strategies for Reading in the Content Areas by Carolyn Chapman and Rita King (2003)

Tier:

Activity - CICO- Check in check out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Check in Check out will be utilized with Tier II students. Staff and students will monitor positive behavior	Behavioral Support Program			09/01/2015	08/31/2018	\$300	Other	Classroom staff, resource room staff, office staff

Activity - Monthly Mini- Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review then re-teach HERO expectations monthly	Behavioral Support Program			09/01/2015	08/31/2018	\$0	No Funding Required	Classroom staff

Activity - Re-Teaching Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will re-teach HERO expectations according to SWIS data in specific areas as necessary	Behavioral Support Program			09/01/2015	08/31/2018	\$0	No Funding Required	Classroom staff, resource room staff, counseling staff

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Activity - SWIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize the SWIS forms to document behaviors. These SWIS forms will then be entered into the SWIS data system so reports can be reviewed and used by staff	Behavioral Support Program			09/01/2015	08/31/2018	\$300	Other	Building staff
Activity - School Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will organize school assemblies to re-teach HERO expectations as needed according to the SWIS data in specific areas and to celebrate the positive behaviors exhibited by students	Behavioral Support Program			09/01/2015	08/31/2018	\$0	No Funding Required	Building staff
Activity - Leadership Matters (MEMSPA)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Program to enhance performance in the areas of intentionality, reflection, courage and integrity, coaching and developing a collaborative culture	Professional Learning			09/01/2015	08/31/2018	\$5300	Title II Part A	Building Principal
Activity - Covey- 7 Habits Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend training to implement the 7 habits of happy kids to increase on task behavior in all subject areas.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	08/31/2018	\$1100	Title I Part A	principal, counselor, teachers

Goal 5: All students will increase their application of reading comprehension skills to informational social studies text.

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in their application of reading comprehension skills to informational social studies text in Social Studies by 08/30/2019 as measured by state and local reading and social studies assessments, monitoring the 3% increase annually over the next three years..

Strategy 1:

Comprehension and Vocabulary - Staff will utilize a variety of activities to promote strategies to increase comprehension skills and vocabulary understanding to

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informational social studies texts

Category:

Research Cited: Florida Center for Reading Research, A Focus on Fluency by Osborn, Lehr and Heibert , Bringing Words to Life by Beck, McKeown and Kucan (2002), Integrating Differentiated Instruction Understanding by Design by Carol Ann Tomlinson and Jay McTighe (2006), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999), Differentiated Instructional Strategies- One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman (2002), Differentiated Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forstenm, Jim Grant and Betty Hollas (2003), A Handbook for Classroom Instruction that Works by Marzano, Norford, Paynter, Pickering, and Gaddy (2001), CHAMPS- A Proactive and Positive Approach to Classroom Management by Randy Sprick, Mickey Garrison, and Lisa Howard (1998), Differentiated Instruction- Making It Work by Patti Drapeau (2004), Teaching Vocabulary Through Differentiated Instruction with Leveled Graphic Organizers by Nancy L. Witherel and Mary McMackin (2007), Research-Based Method of Reading Instruction by Sharon Vaughn and Sylvia Linan-Thompson (2004), Differentiated Instructional Strategies for Reading in the Content Areas by Carolyn Chapman and Rita King (2003)

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will utilize differentiated instruction in a variety of ways within the building as needed for reading comprehension and vocabulary skills	Academic Support Program			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, Title I staff, building interventionist, resource room staff, migrant/ ELL staff

Activity - Content specific vocabulary lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use social studies specific vocabulary lists to provide instruction for students	Direct Instruction			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, resource room staff, Title I staff, building interventionist, migrant/ ELL staff

Activity - Learn 360	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will access Learn 360 to share content area material with students throughout classroom and small group instruction.	Technology			09/01/2015	08/31/2018	\$138	Title I Part A	classroom staff, resource room staff, title 1 staff, migrant/EL L staff, building intervention ist
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Goal 6: All students will increase their application of reading comprehension skills to informational science text

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in their application of reading comprehension skills to informational science text in Science by 08/30/2019 as measured by state and local reading and science assessments, monitoring the 3% increase annually over the next three years..

Strategy 1:

Comprehension and Vocabulary - Staff will utilize a variety of activities to promote strategies to increase comprehension and vocabulary skills in science

Category:

Research Cited: Florida Center for Reading Research, A Focus on Fluency by Osborn, Lehr and Heibert , Bringing Words to Life by Beck, McKeown and Kucan (2002), Integrating Differentiated Instruction Understanding by Design by Carol Ann Tomlinson and Jay McTighe (2006), The Differentiated Classroom- Responding to the Needs of All Learners by Carol Ann Tomlinson (1999), Differentiated Instructional Strategies- One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman (2002), Differentiated Textbooks- Strategies to Improve Student Comprehension and Motivation by Char Forstenm, Jim Grant and Betty Hollas (2003), A Handbook for Classroom Instruction that Works by Marzano, Norford, Paynter, Pickering, and Gaddy (2001), CHAMPS- A Proactive and Positive Approach to Classroom Management by Randy Sprick, Mickey Garrison, and Lisa Howard (1998), Differentiated Instruction- Making It Work by Patti Drapeau (2004), Teaching Vocabulary Through Differentiated Instruction with Leveled Graphic Organizers by Nancy L. Witherel and Mary McMackin (2007), Research-Based Method of Reading Instruction by Sharon Vaughn and Sylvia Linan-Thompson (2004), Differentiated Instructional Strategies for Reading in the Content Areas by Carolyn Chapman and Rita King (2003)

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will utilize differentiated instruction in a variety of ways within the building as needed for comprehension and vocabulary study in science.	Direct Instruction			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, resource room staff, migrant/ELL staff, Title I staff, building intervention ist
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Activity - Content specific vocabulary lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use content specific vocabulary lists to provide instruction for students in science	Direct Instruction			09/01/2015	08/31/2018	\$0	Title I Part A	Classroom staff, Title I staff, resource room staff, migrant/ELL staff, building intervention ist, extended day staff

Activity - Learn 360	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will access Learn 360 to share content area material with students through classroom instruction and small group instruction.	Technology			09/01/2015	08/31/2018	\$137	Title I Part A	classroom staff, resource room staff, migrant/ELL staff, building intervention ist, title 1 staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Staff will use Study Island as a tool and incorporate additional resources to address curricular gaps in computation, fractions and problem solving. Study Island will also be utilized to develop common assessments.	Technology			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building resource room staff, extended day staff
NWEA	Standardized test that will be administered two times a year.	Other			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, migrant/ELL staff, building interventionist
Study Island	Study Island, a web-based program, will be utilized by students to increase their reading comprehension, fluency, vocabulary, and fundamental skills. Staff will use the data collected to provide individual instruction for identified students. This program is also accessible outside the school building.	Technology			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, extended day staff, building interventionist

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Running Records	Staff will administer the Running Records bi-weekly, monthly, and/or benchmark three times a year in order to monitor, plan and deliver appropriate differentiated reading lessons for individual students.	Other			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, resource room staff, migrant/ELL staff, building interventionist, extended day staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Connection between Writing and the Real World	Staff and students will utilize grade appropriate connections between writing and describing real world experiences and/ or objects.	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist, extended day staff
Genres in Writing	Staff and students will identify grade level appropriate attributes of the different genres of writing	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, extended day staff, migrant/ELL staff, building interventionist

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Read Naturally	Students will use computer lab time to participate in the Read Naturally program, allowing students to choose fiction and non-fiction stories to read to increase comprehension, fluency and vocabulary in all content areas	Technology			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, resource room staff, migrant/ELL staff, extended day staff, building interventionist
School Assemblies	Staff will organize school assemblies to re-teach HERO expectations as needed according to the SWIS data in specific areas and to celebrate the positive behaviors exhibited by students	Behavioral Support Program			09/01/2015	08/31/2018	\$0	Building staff
Construct Graphs	Students will collect data, construct a variety of graphs and interpret the information on a graph. Students will utilize conventional graphs using pencil and paper, but will also construct and interpret graphs utilizing technology	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist, extended day staff
Monthly Mini- Lessons	Staff will review then re-teach HERO expectations monthly	Behavioral Support Program			09/01/2015	08/31/2018	\$0	Classroom staff
Graphic Organizers	Students will be provided a grade level appropriate graphic organizer for writing. The graphic organizer will be used with all students, with special emphasis placed on boys to help them visualize the writing, and also on the economically disadvantaged students to help them organize their writing.	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, extended day staff, building interventionist

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SuccessMaker	Students will utilize the SuccessMaker program to increase reading fluency and comprehension	Technology			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, extended day staff, building intervention ist
Re-Teaching Expectations	Staff will re-teach HERO expectations according to SWIS data in specific areas as necessary	Behavioral Support Program			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, counseling staff
XtraMath	XtraMath is a web based program that provides practice in basic facts. The program assesses speed and accuracy of the students as they progress to more difficult operations. The students will start with addition, move to subtraction, then to multiplication, and finally division.	Technology			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, resource room staff, extended day staff, building intervention ist, migrant/EL L staff
Success Time	Students will participate in small group instruction based on their individual needs. The groupings will vary based on the concept being revisited.	Academic Support Program			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, resource room staff, building intervention ist
SuccessMaker	Students and staff will utilize SuccessMaker as a tool and incorporate this additional resources to address curricular gaps in math	Technology			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, building intervention ist, extended day staff

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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Team	Staff will use analyzed assessments within the Student Assistance Team (SAT) to plan and provide timely and effective assistance as needed for students	Academic Support Program			09/01/2015	08/31/2018	\$1800	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, building interventionist
SWIS	Staff will utilize the SWIS forms to document behaviors. These SWIS forms will then be entered into the SWIS data system so reports can be reviewed and used by staff	Behavioral Support Program			09/01/2015	08/31/2018	\$300	Building staff
CICO- Check in check out	Check in Check out will be utilized with Tier II students. Staff and students will monitor positive behavior	Behavioral Support Program			09/01/2015	08/31/2018	\$300	Classroom staff, resource room staff, office staff
Student Assistance Team	Teachers will use analyzed assessments within the Student Assistance Team (SAT) to plan and provide timely and effective additional assistance as needed for students	Academic Support Program			09/01/2015	08/31/2018	\$1600	Principal, counselor, classroom teachers, resource room staff, Title I staff, migrant staff, building interventionist

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Students with Disabilities	Provide students with disabilities with appropriate accommodations to ensure success	Academic Support Program			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, building interventionist, extended day staff, migrant/ELL staff
Students with Disabilities	Provide students with disabilities the appropriate accommodations to ensure their success	Academic Support Program			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, resource room staff, migrant/ELL staff, extended day staff, building interventionist
Students with Disabilities	Provide students with disabilities the appropriate accommodations to ensure success	Academic Support Program			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Covey- 7 Habits Training	Staff and Students will attend training to implement the program within the school.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	08/31/2018	\$1100	principal, teachers,
Title I	Title I program will provide individual and small group instruction for identified students	Academic Support Program			09/01/2015	08/31/2018	\$25162	Title I staff, Classroom staff

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Title I	Title I program will provide individual and small group instruction for identified students	Academic Support Program			09/01/2015	08/31/2018	\$500	Title I staff, Classroom staff
Covey- 7 Habits Training	Staff will attend training to implement the 7 habits of happy kids to increase on task behavior in all subject areas.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	08/31/2018	\$1100	principal, counselor, teachers
Professional Development	Staff will participate in professional development focusing on the incorporation of technology within their classrooms to increase the effectiveness of interventions for identified staff	Professional Learning			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, resource room staff, migrant/ ELL staff, building intervention ist, extended day staff
Content specific vocabulary lists	Staff will use content specific vocabulary lists to provide instruction for students in science	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, resource room staff, migrant/EL L staff, building intervention ist, extended day staff
Cooperative Learning Groups	Identified students will participate in flexible cooperative learning groups to increase understanding of the curricular area identified as an area of need.	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, migrant staff, building intervention ist, resource room staff

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iPads	Students and staff will utilize the iPads and programs as a tool to incorporate additional resources to address curricular gaps in math	Technology			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building intervention ist
Leveled Readers	Leveled readers will be utilized within the school setting to provide additional instructional materials at the individual levels of the identified students	Academic Support Program	Tier 2	Monitor	09/01/2015	08/31/2018	\$17895	Classroom staff, extended day staff, Title I staff, migrant/ELL staff, resource room staff, building intervention ist
Content specific vocabulary lists	Staff will use content specific vocabulary lists to provide instruction for students	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, building intervention ist, migrant/ELL staff, extended day staff
Content specific vocabulary lists	Staff will use social studies specific vocabulary lists to provide instruction for students	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, building intervention ist, migrant/ELL staff

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Differentiated Instruction	Students will utilize differentiated instruction in a variety of ways within the building as needed for comprehension and vocabulary study in science.	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, migrant/ ELL staff, Title I staff, building intervention ist
RAZ-Kids	Students will utilize technology to access RAZ-Kids, a web based program. This program may also be accessed at home. The program provides students the ability to listen to stories, read stories and answer comprehension questions based on their identified reading level.	Technology			09/01/2015	08/31/2018	\$850	Classroom staff, resource room staff, Title I staff, extended day staff, migrant/ ELL staff, building intervention ist
Reading Conference	Staff will attend a reading conference to extend their knowledge in teaching reading comprehension and fluency to reach the diverse population of learners.	Professional Learning			09/01/2015	08/31/2018	\$1500	classroom teachers, title 1 staff
Parent Involvement	A planned activity to increase parents understanding of the goals of the building and the Title I program.	Parent Involvement			09/01/2015	08/31/2018	\$1235	Title I staff, classroom staff, resource room staff, building intervention ist, migrant/ ELL staff
Learn 360	Teachers will access Learn 360 to share content area material with students throughout classroom and small group instruction.	Technology			09/01/2015	08/31/2018	\$138	classroom staff, resource room staff, title 1 staff, migrant/ELL staff, building intervention ist

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Chrome Books	Staff and students will utilize chrome books within the classrooms for projects and access to on-line resources such as, but not limited to, SuccessMaker, Raz-Kids, Study Island	Technology		Getting Ready	09/01/2015	08/31/2018	\$4075	Classroom staff, Title I staff, resource room staff, building interventionist, ELL/Migrant staff, extended day staff
Document Camera/ Data Projectors	Document cameras and data projects provide staff with the ability to share texts, papers, etc. on the large screen for all students to view.	Technology			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, resource room staff, extended day staff, building interventionist
Math Materials	Math materials will be utilized for hands on instruction by tier 2 and 3 interventions.	Materials			09/01/2015	08/31/2018	\$1500	classroom staff, building interventionist, title 1 staff, resource room staff, migrant/ELL staff, extended day staff.
Smart Boards	Smart Board technology will be utilized for improving instruction by making lessons engaging and involving students in the use of the interactive Smart Board	Technology			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist

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Differentiated Instruction	Students will utilize differentiated instruction in a variety of ways within the building as needed for reading comprehension, fluency and vocabulary study	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist, extended day staff
Title I program	Title I program will provide individual and small group instruction for identified students	Academic Support Program			09/01/2015	08/31/2018	\$0	Title I teacher, Title I paraprofessional, classroom staff
Building Interventionist	Building interventionist will provide individual and small group instruction for identified students	Academic Support Program			09/01/2015	08/31/2018	\$4854	Classroom staff, Title I staff, resource room staff, migrant/ELL staff, building interventionist, extended day staff
Learn 360	Teachers will access Learn 360 to share content area material with students through classroom instruction and small group instruction.	Technology			09/01/2015	08/31/2018	\$137	classroom staff, resource room staff, migrant/ELL staff, building interventionist, title 1 staff
Building Interventionist	Building interventionist will provide individual and small group instruction for identified students.	Direct Instruction			09/01/2015	08/31/2018	\$4855	Classroom staff, resource room staff, Title I staff, building interventionist

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Reading Recovery	Trained staff and identified students will participate in Reading Recovery. Staff will be trained in Reading Recovery strategies and will utilize these strategies with an identified group of students. Staff will attend additional training at State and National Conferences.	Direct Instruction			09/01/2015	08/31/2018	\$1050	Classroom staff, Reading Recovery staff
Study Island	Staff will use Study Island as a tool and incorporate additional resources to address curricular gaps in computation, fractions and problem solving. Study Island will also be utilized to develop common assessments.	Technology			09/01/2015	08/31/2018	\$1000	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building resource room staff, extended day staff
iPads	Students and staff will utilize iPads and applications as a tool to incorporate additional resources to address curricular gaps in reading. Additional applications will be purchased with iTunes cards.	Technology	Tier 2	Implement	09/01/2015	08/31/2018	\$900	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist, extended day staff
Smart Boards	Smart Board technology and lessons will be utilized for improving instruction by making lessons more engaging and involving students in the use of the interactive Smart Board	Technology			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist, extended day staff.
Professional Development	Teachers will attend professional development to learn best practices to implement in the classroom setting.	Professional Learning	Tier 1	Getting Ready	09/01/2015	08/31/2018	\$1500	principal, teachers,

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SuccessMaker	Students and staff will utilize SuccessMaker as a tool and incorporate this additional resources to address curricular gaps in math	Technology			09/01/2015	08/31/2018	\$1000	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, building intervention ist, extended day staff
Student Assistance Team	Staff will use analyzed assessments within the Student Assistance Team (SAT) to plan and provide timely and effective assistance as needed for students	Academic Support Program			09/01/2015	08/31/2018	\$500	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, building intervention ist
Extended Day Programs	Students will participate in an extended day program. This program will include but not limited to after school tutoring and summer school programs.	Academic Support Program			09/01/2015	08/31/2018	\$630	Classroom staff, Title I staff, resource room staff, extended day staff, migrant/ ELL staff, building intervention ist
Reading Eggs	A web- based program designed for early elementary students. This program can be accessed by students to help with early literacy skills, while providing staff with informative reports.	Technology			09/01/2015	08/31/2018	\$510	Classroom staff, resource room staff, building intervention ist, migrant/ ELL staff, extended day staff

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Cooperative Learning Groups	Identified students will participate in flexible cooperative learning groups to increase understanding of content reading in all areas.	Academic Support Program			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, resource room staff, building interventionist, migrant/ELL staff, extended day staff
Problem Solving Strategies	Staff will create real-life mathematical problems to increase problem solving skills, including but not limited to draw a picture, guess and check, work backwards, highlighting important information, crossing out extra information. Staff will utilize a variety of avenues to accomplish these tasks, such as pencil and paper, computers, smart boards, iPads etc.	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist, extended day staff
Professional Development	Staff will participate in professional development focusing on the incorporation of researched based strategies in writing	Professional Learning			09/01/2015	08/31/2018	\$1100	Classroom staff, Title I staff, migrant/ELL staff, resource room staff, building interventionist, extended day staff
Differentiated Instruction	Student will utilize differentiated instruction in a variety of ways within the building as needed for reading comprehension and vocabulary skills	Academic Support Program			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, building interventionist, resource room staff, migrant/ELL staff

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Professional Development	Staff will participate in professional development focusing on the incorporation of technology within their classrooms to increase the effectiveness of interventions for identified students.	Professional Learning			09/01/2015	08/31/2018	\$1500	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, building interventionist, extended day staff
Chrome Books	Staff and students will utilize chrome books within the classrooms for projects and access to on-line resources such as, but not limited to SuccessMaker and Study Island.	Technology		Getting Ready	09/01/2015	08/31/2018	\$4075	classroom staff, title 1 staff, resource room staff, building interventionist, ELL/Migrant staff, extended day staff.
Title I program	Title I program will provide individual and small group instruction for identified students	Academic Support Program			09/01/2015	08/31/2018	\$25162	Title I teacher, Title I paraprofessional, classroom staff
Reading A-Z	Staff will utilize the Reading A-Z web-based program to provide students with individual books. These books will be printed at the individual students reading level to increase reading comprehension, fluency and vocabulary	Technology			09/01/2015	08/31/2018	\$850	Classroom staff, resource room staff, Title I staff, migrant/ELL staff, extended day staff, building interventionist.

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Extended Day Programs	Students will participate in an extended day program. This program will include but not limited to after school tutoring and summer school programs.	Academic Support Program			09/01/2015	08/31/2018	\$630	Classroom staff, resource room staff, Title I staff, summer school staff, after school tutoring staff, building interventionist, migrant/ELL staff.
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Title II Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Trained staff and identified students will participate in Reading Recovery. Staff will be trained in Reading Recovery strategies and will utilize these strategies with an identified group of students. Staff will attend additional training at State and National Conferences.	Direct Instruction			09/01/2015	08/31/2018	\$0	Classroom staff, Reading Recovery staff

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Migrant and ELL Support	Migrant/ ELL staff will provide individual and small group instruction for identified students, including but not limited to, in class help, small groups, extended day programs (including transportation). Migrant/ ELL staff will provide these services by reinforcing classroom instruction and incorporating individual student needs utilizing materials specific to student needs in the area of math.	Direct Instruction			09/01/2015	08/31/2018	\$4165	Migrant ELL staff, classroom staff, resource room staff, Title I staff

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Migrant and ELL Support	Migrant/ ELL staff will provide individual and small group instruction for identified students, including but not limited to, in class help, small group, extended day programs (including transportation). Migrant/ ELL staff will provide these services by reinforcing classroom instruction and incorporating individual student needs utilizing materials specific to student needs, providing reading materials at student reading level.	Academic Support Program			09/01/2015	08/31/2018	\$3765	Migrant/ ELL staff, classroom staff, resource room staff, Title I staff
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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Migrant/ ELL Professional Development	Migrant/ ELL staff will participate in professional development through state provided conferences (two days) as well as a state trained instructor (3 half days) in the areas of reading, comprehension, fluency and vocabulary	Professional Learning	Tier 2		09/01/2015	08/31/2018	\$850	ELL staff
ESL Endorsement	ESL endorsement for ELL staff member. This staff member will incorporate knowledge gained during classes into the ELL program. Providing a resource for the ELL staff members within the District.	Professional Learning	Tier 3	Getting Ready	09/01/2015	08/31/2018	\$7600	ELL staff members
Extended Day Programs	Students will participate in an extended day program. This program will include but not limited to after school tutoring and summer school programs.	Academic Support Program			09/01/2015	08/31/2018	\$0	Classroom staff, Title I staff, resource room staff, extended day staff, migrant/ ELL staff, building interventionist
Migrant and ELL Support	Migrant/ ELL staff will provide individual and small group instruction for identified students, including but not limited to, in class help, small groups, extended day programs (including transportation). Migrant/ ELL staff will provide these services by reinforcing classroom instruction and incorporating individual student needs utilizing materials specific to student needs in the area of math.	Direct Instruction			09/01/2015	08/31/2018	\$2100	Migrant ELL staff, classroom staff, resource room staff, Title I staff

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Migrant and ELL Support	Migrant/ ELL staff will provide individual and small group instruction for identified students, including but not limited to, in class help, small group, extended day programs (including transportation). Migrant/ ELL staff will provide these services by reinforcing classroom instruction and incorporating individual student needs utilizing materials specific to student needs, providing reading materials at student reading level.	Academic Support Program			09/01/2015	08/31/2018	\$2100	Migrant/ ELL staff, classroom staff, resource room staff, Title I staff
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff will participate in professional development focusing on the incorporation of technology within their classrooms to increase the effectiveness of interventions for identified students.	Professional Learning			09/01/2015	08/31/2018	\$1500	Classroom staff, resource room staff, Title I staff, migrant/ ELL staff, building interventionist, extended day staff
Music Express Magazine	Music Express is a magazine subscription for our music program that brings a digital edition and print editions for students to use in the classroom. Students will be reading and comprehending about different parts and people in music.	Academic Support Program, Direct Instruction, Curriculum Development, Materials	Tier 1	Getting Ready	01/01/2017	06/20/2018	\$200	principal, music teacher, classroom teacher, paraprofessionals, title 1 staff
Leadership Matters (MEMSPA)	Leadership Program to enhance performance in the areas of intentionality, reflection, courage and integrity, coaching and developing a collaborative culture	Professional Learning			09/01/2015	08/31/2018	\$5300	Building Principal
Covey- 7 Habits Training	Staff and Students will attend training to implement the program within the school.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	08/31/2018	\$1100	principal, teachers,

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Seating Options	Students will have the opportunity to sit in a variety of ways on a variety of seats including but not limited to stability balls, wobble seats, cushions, stools, and crate seats.	Academic Support Program, Behavioral Support Program, Direct Instruction, Materials	Tier 1	Getting Ready	12/01/2016	06/20/2018	\$400	classroom teachers, paraprofessionals, migrant support staff, title staff, principal,
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