



School Improvement Plan

Patrick Hamilton Elementary

Dowagiac Union School District

Mrs. Heather Nash
243 South Front St
Dowagiac, MI 49047-1738

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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	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was worked on by all members of the School Improvement Team, the district Title 1 Director, the principal, and the entire Patrick Hamilton staff. The school secretary and other district personnel aided in the completion of the report. This is a dynamic document that will be updated and revised 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?

Based on our demographic data, we observed the following areas of challenge:

- high economically disadvantaged population (90%)
- high rates of unemployment and little economic development
- increased transiency
- gap between boys and girls in reading (gap is shrinking)
- gap between Caucasians and African Americans in all areas (gap is shrinking)

We want to reach all of our students to close gaps in achievement and help our economically disadvantaged families through difficult times. To do this, we utilize differentiated instruction and targeted tiered interventions to help students succeed in all areas and settings. We developed active School Improvement Goals that include behavior targets with special attention paid to our economically disadvantaged students.

We know that our tiered, targeted interventions for all students and subgroups are making a difference and closing gaps. We also know that our parents are happier with our building an its achievements now more than ever before according to recent survey data. We are going to continue with our "Every Student Matters" approach and continue to work on our goal to align with M-Step assessment outcomes in the next 3-5 years.

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.

We based our School Improvement goals on the data disaggregated and information gathered during the needs assessment. You will see the same ideas and data throughout our plan.

Our objectives state our goal targets based upon high stakes testing and classroom assessments. We targeted each goal to deficit strands in core areas through detailed analysis of our data.

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

Our goals are written for all students of every subgroup. Since our population is 90% disadvantaged, we recognize that each student's individual needs should be met with targeted differentiated instruction.

Component 2: Schoolwide Reform Strategies

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

Patrick Hamilton has implemented the following strategies in our school improvement plan:

- Reading Recovery (fully implemented)
- Leveled Readers for use in small group instruction
- Title 1 staff
- Migrant/ELL staff
- Outside of school hours tutoring opportunities
- Interventionists hired to assist in small group push in and pull out activities
- Success Time in line with the PDCA model for math
- Technology incorporation into classrooms
- Comprehensive writing plan building-wide
- Technology programs to assist with individualized learning plans (Study Island, Read Naturally, Raz Kids, etc.)

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).

Technology programs (Read Naturally, Study Island, Raz Kids, Reading Eggs, BrainPop, Flocabulary), technology integration into classrooms, Reading Recovery, Success Time through the PDCA model, differentiated instruction with leveled readers increase the quality of instruction

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

Technology programs based upon data (Study Island, Read Naturally, etc.), Reading Recovery, Title 1 teacher assistance, interventionist assistance, Success Time based upon PDCA model

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.

Reading Recovery, Title 1 teacher intervention, Success Time based upon the PDCA model, after and before school programming, interventionist assistance

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

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State standardized testing, classroom assessments, NWEA scores, teacher observation

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of the teachers meet the NCLB requirements for 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 2 new teachers this year; our turnover rate is 10%.

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

20 total teachers at our school with 7 teaching for more than 15 years and a very low turnover rate. Four of our teachers are Reading Recovery certified. A vast majority of our teaching staff have Master's Degrees in education or a related field.

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

We attract highly qualified teachers at the building level through district access to university career placement centers. Teachers continue to work in our buildings because of the positive learning community among all building stakeholders and our continued strives for excellence on behalf of our students. Patrick Hamilton Elementary has a high population of low-income students. Teachers are enthusiastic and gain valuable, meaningful experience working with this population. Our elementary building has the highest percentage of free or reduced meals in the district.

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 our region. There are many professional development opportunities for teachers. The district promotes a collaborative effort among all stakeholders to create the best learning internment for everyone. Dowagiac Union Schools supports new teachers through a Mentoring program. Each new teacher is provided a mentor (a more experienced teacher) for three years. Throughout the three years, mentors and mentees meet quarterly district wide to collaborate on district goals, as well as participate in professional studies. To encourage teacher retention, the district provides partial tuition reimbursement for state certification requirements as well as partial certification renewal reimbursement.

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?

There is not a high turnover rate for teachers at Patrick Hamilton Elementary.

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.

- Reading Recovery and/or Reading Recovery strategies
- Common Core Curriculum alignment and strategies
- Literacy strategies
- Attendance inservices through the Lewis Cass ISD
- Behavior and CHAMPs training
- Academic literacy through Lewis Cass ISD

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

As a district we do not subscribe to the notion that professional development is a one-time event. We have a Reading Recovery trainer on-sight that leads classes education staff members. We also reevaluate our needs each year based on our school improvement training to see if there are any area specific to our building or grade level that need assistance through professional development opportunities, such as literacy practices or alignment with the Common Core Standards.

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

Component 6: Strategies to Increase Parental Involvement

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

In working to involve parents in our plan, our School Improvement Team (both building and district) consulted a variety of parents. The school stakeholders are engaged in the decision-making process by attending building and district school improvement meetings. The Title 1 Parent Advisory Board began work on the Parent Involvement Policy during the 2008-2009 school year with updates during this school year and provided valuable information and suggestions. That group continues to consult on policies and decisions related to school improvement.

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

The school stakeholders actively participate during school improvement meetings by examining data and evaluation progress towards current goals. They also help create new goals that meet current academic needs.

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

All parents are involved in the planning, design, monitoring and evaluation of the improvement plans. The parents analyze the data and help create building goals. The School Improvement team meets with parents to help evaluate progress on the goals. Plans are revised as needed based upon data on the high-stakes assessments.

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

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

The staff at Patrick Hamilton Elementary school believes that schools work best when parents take an active interest in their child's education and encourage them to do well. Research shows that parental involvement is a critical factor in the learning process. The evidence shows that programs with strong parent involvement and schools that relate well to their community have students who outperform the other schools.

In working to involve parents in our plan, our School Improvement Team consulted a variety of parents. The following groups assisted in the development and revision of the Patrick Hamilton Parent Involvement Policy and Teacher-Student-Parent Compact to meet NCLB requirements of Section 1118.

The Patrick Hamilton Elementary Teacher-Student-Parent Compact will be reviewed and verified with all parents using a language that they

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are able to understand at fall conferences.

The fall Parent Advisory Committee meetings will serve as our Title 1 annual meeting. We will invite all parents to come visit our program, learn about the strategies and interventions utilized at Patrick Hamilton Elementary, and allow them to ask questions.

We will continue to promote family nights throughout the year that focus on our goal areas. There will be food, learning, and fun at each of these nights. The goal of the activities will be learning for the whole family as well as a way to spend quality time together and positive interactions in the school environment.

We added a community component in 2013 with the addition of Family Fun Night, where parents and students can discover what outreach and extracurricular activities are available within the community.

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

All parent events and involvement sessions will include feedback.

Parent meetings will be held at places and times that create the most parental involvement. These meetings will be flexible and accommodate most parents' schedules and all physical limitations.

Patrick Hamilton will maintain data on parent attendance at open house, parent/teacher conferences, volunteer work, and all parent involvement activities and sessions.

Patrick Hamilton will conduct an annual evaluation of the parent involvement plan using a language that is friendly to parents. This will be held at the last Parent advisory Board meeting in the spring.

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

Patrick Hamilton parents and staff will be informed of the results of the year's evaluations of the parent involvement plan in a language that parents can understand in order to identify barriers to greater parent involvement and to develop strategies to improve parent involvement.

These parent involvement strategies apply to all students and support school wide goals. All parents are required to sign our Teacher-Student-Parent compact. All parents shall be provided full opportunities for participation, including parents with limited English proficiency, parents with disabilities and parents of migratory children.

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

The Patrick Hamilton Elementary Teacher-Student-Parent compact was developed with input from all stakeholders and reviewed annually to

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ensure timeliness and transparency. We provide alternate language copies of the form, and we are able to review and read the form to parents at fall conferences.

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

The Patrick Hamilton Elementary Teacher-Student-Parent compact is reviewed and verified with all parents using a language that they are able to understand at fall conferences. Teachers not only discuss key points but read the form to parents that need assistance. All parents are required to sign the compact each year.

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

N/A

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

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

Student academic assessment results are translated by the migrant and bilingual staff and shared with parents in a language they can understand. Migrant staff is present at parent-teacher conferences to translate or explain results and data with parents. Migrant and bilingual staff members make home visits to share information and assist in understanding the full picture of a child's progress with parents.

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?

At Patrick Hamilton, parents are sent an invitation to sign up for Kindergarten Round-up in April. Parents call to schedule a specific time for their child to have their school readiness skills assessed by the kindergarten staff. When the family comes to Kindergarten Round-up, they are given paperwork about busing and general school information in a language that the family can understand. Parents and students are given the opportunity to tour the school during round-up. They are also invited to visit classrooms before school starts. The first day of school, all kindergarten students and parents come together to visit with the teacher and the staff to answer questions and prepare for this transition.

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?

A parent meeting will occur after Kindergarten Round-up in the spring. Parents will be given some readiness supplies to use with their child over the summer to increase their readiness skills for kindergarten. The first day of school, parents will be invited to a meeting when they bring their child to school. General school information will be shared with parents at this time. Parents will have the opportunity to ask questions at the meeting.

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?

Patrick Hamilton Elementary utilizes Running Records, NWEA, Bridges and Go Math! assessments, and M-Step data to drive most academic decisions. These assessments are administered by qualified staff and results are returned to the teacher in a timely manner. These high-stakes assessments are used to create building School Improvement goals, as well as grade level goals, individual student goals, and teacher goals.

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

Patrick Hamilton staff uses monthly grade level meetings, weekly staff meetings, and common planning time to analyze standardized and local achievement data in goal areas. Teachers utilize pretests for math and language arts to form their instruction and analyze posttest results for achievement and future goals.

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.

Student Assistance Team meetings are used to review the progress monitoring data for at-risk students and make recommendations regarding interventions or next steps. These meetings are coordinated with administrators, teachers, and specialists to determine individual student growth. The team analyzes the data and makes recommendations for interventions. They also plan for gathering of data for examination at a later date.

At the beginning of the year, academic screenings are conducted among all students in the goal areas using Running Records and NWEA assessments among others. Data from the screenings is provided to teachers. Immediately following, grade level teams meet with the Title 1 staff and principal to further analyze the data, set goals, and determine next steps. The steps will include making a plan for all students and a plan for targeted intervention to assist students needing intensive support. Some of our current interventions include small group tutoring, targeted technology programs, individualized tutoring, Reading Recovery and Success Time.

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?

At monthly grade level meetings and common planning times, grade level teams meet with the principal and members of the Title staff to analyze data and review the intervention plan to make adjustments as needed. During the month, teachers continuously follow a cycle of classroom instruction, intervention, and progress monitoring in order to provide timely and flexible support. Students needing additional intervention in reading or math are identified through grade level common assessments. Students not achieving academic goals are referred to the Student Assistance Team for examination of data and action planning. Each student then receives an individualized plan for performance and timeline of progress monitoring. The Student Assistance Team meets at least 4 times a year on each referred student to evaluate the plan's effectiveness and the need for changes to the plan.

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

The Patrick Hamilton staff is committed to learning by differentiating instruction in the classroom to meet the needs of all students. Teachers use literacy centers and Writer's Workshop to plan targeted instruction and materials for all students. Classroom teachers collaborate with Title 1 staff, interventionists, Reading Recovery teachers, Migrant and Bilingual staff, and Special Education staff to plan and implement this learning time.

If differentiated instruction during the 90-minute literacy block, math block, or Success Time (through the PDCA process) does not prove successful for an individual student, the staff then refers a student to the Student Assistance Team for further study to identify and provide assistance.

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 Federal, State, and local programs and services based upon age appropriateness and identified need. All these things support the School Improvement initiative in our plan. These federal, state and local programs and resources support the needs of our students by information collected through assessment, observations, registrations, and external reports from county agencies.

Supporting the schoolwide program are;

- ECSE Early Childhood Special Education
- Brookside Learning Center
- Speech and Language services
- Physical Therapy and Occupational Therapy
- Lori's Place
- Social Work
- School Psychologist
- Guidance counseling
- Migrant services
- Bilingual services
- Tutoring services through the Pokagon Band
- Local police department
- Child Protective Services
- Michigan State University Nutrition programs
- Cass County Health Department
- Cass County Council on Aging
- Junior Achievement

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

Title 1 and other resources will be used to purchase materials and fund services that are necessary to implement the ten schoolwide components. Purchase requests will be documented and approved; decisions to fund projects and allocate resources will be made by the School Improvement Team with input from all stakeholders.

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.

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At Patrick Hamilton, the counselor and teachers provide grade level appropriate violence prevention programs. Our food service provider, school nurse, and Michigan State University provides nutrition programming for students. Great Start Readiness Program is offered at another elementary school within the district for students from our building.

Evaluation:

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

Each month, the stakeholders come together to analyze the data provided by the high stakes assessment through reports and printouts from their websites, as well as the use of the Golden Packet for data. We examine both growth and proficiency to monitor students' progress as a whole group. These analysis meetings form the reports and data needed for the annual Building School Improvement Plan in the spring. We also utilize program evaluation tools to evaluate the effectiveness of individual purchases and plans through the School Improvement Plan.

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.

Monthly School Improvement meetings with the stakeholders examine MEAP/M-Step, NWEA, Running Records, and classroom common assessment data as it is available. We also utilize the Golden Packet to disaggregate data easily and find gaps in curriculum or subgroups. The MDE Program Evaluation Tool is used to evaluate individual purchase and program's effectiveness in student achievement.

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.

Examining individual students' growth on both high-stakes and common assessments and adopting a growth model mindset assures that all students achieve growth and/or proficiency. Through the PDCA model, we tailor instruction to assessments and evaluate at the end of each unit for all students. We also meet on students whose progress is slower than desired (Student Assistant Team meetings) to make new plans and determine the timeline for the next student meeting and evaluation of individual student data.

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 PDCA model ensures that if a program or instructional practice is not proving effective, a plan is put into place to change to a data-proven method of achievement. Our School Improvement Team examines data monthly and determines the path of student growth and necessary changes or continuation of current successful programs.

Patrick Hamilton Elementary School 2017-2018 School Improvement Plan

Overview

Plan Name

Patrick Hamilton Elementary School 2017-2018 School Improvement Plan

Plan Description

School Improvement Goals for 2017-2018 school year

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Patrick Hamilton Elementary will become fluent writers on structured pieces using details and examples.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$500
2	All students at Patrick Hamilton Elementary School will become fluent readers and increase reading comprehension.	Objectives: 1 Strategies: 6 Activities: 26	Academic	\$193232
3	All students at Patrick Hamilton Elementary will summarize informational social studies passages using main idea and details.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$3200
4	All students at Patrick Hamilton Elementary will utilize data to understand science concepts.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1450
5	All students at Patrick Hamilton Elementary will practice Chieftain HERO values.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$77900
6	All students at Patrick Hamilton Elementary will work with multi-step word problems to find mathematical solutions.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$12736

Goal 1: All students at Patrick Hamilton Elementary will become fluent writers on structured pieces using details and examples.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in structured writing pieces in English Language Arts by 06/09/2017 as measured by state assessments and/or common assessments.

Strategy 1:

Building wide writing tasks - 3 times a year, all students will complete a structured piece of writing based upon common prompts. They will be assessed using a MEAP-like rubric and scores by grade levels as a team. Our team will update this rubric to align with M-Step rubric during the 2015-2016 school year. This strategy will assist all students, including homeless and migrant students.,

Category:

Research Cited: Calkins, Marzano, Graves

Tier: Tier 1

Activity - Building Wide Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 times yearly, students will be given a common prompt and assessed by grade levels. Updates need to be made to writing prompts and rubrics to match M-Step test expectations.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/05/2020	\$0	No Funding Required	Title I staff, administration, teachers

Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration

Activity - MAISA Unit implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We will need mentor texts from the MAISA to assist with writing curriculum.	Curriculum Development, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$500	Title I Part A	Administration, teaching staff, Title I staff
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Goal 2: All students at Patrick Hamilton Elementary School will become fluent readers and increase reading comprehension.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading fluency and comprehension in English Language Arts by 06/06/2017 as measured by state assessments and/or common assessments.

Strategy 1:

Specialized Staff - Staff funded by Title I, Title III or At-Risk funds will work with identified students in their areas of weakness on a daily basis. Strategies will include Reading Recovery strategies, K-PALs, leveled reading, technology interventions, and small individualized groups. These strategies will cover all subgroups and categories of students.

Category:

Research Cited: Calkins, Marzano, Cohen, Clay

Tier:

Activity - Title I teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher working with students daily (100% of salary)	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$64000	Title I Part A	Title I staff, administration

Activity - Title I paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I paraprofessional to work with targeted groups of students	Academic Support Program		Implement	09/06/2016	06/05/2020	\$15000	Title I Part A	Title I staff, administration

Activity - Daily RR interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Trained interventionist will work with students who need additional support as directed by our SAT meetings and coverage for Reading Recovery teachers. Title I staff will meet periodically to evaluate each students' success in reading. This interventionist will work 5 half days a week paid out of Reading Recovery funds and 5 half days a week paid out of School Improvement funds.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$17000	Title I Part A	School improvement team, Title I staff, administration
Activity - Daily interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained interventionists will work with students who need additional support as directed by our SAT meetings. One interventionist will work 4 full days a week and one will work 4 days a week, 3 hours a day as funds allow. This will be funded out of School Improvement funds.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$17000	Title I Part A	School improvement team, Title I staff, administration
Activity - Migrant paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists specializing in specific subgroup populations (Migrant and ESL) will work in conjunction with the Title I staff to achieve success in reading for all Patrick Hamilton students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$9000	Title I Part C	District administration, building administration, Title I staff, migrant staff
Activity - Kindergarten paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists specializing in specific subgroup populations will work in conjunction with the Title I staff to achieve success in reading for kindergarten students at Patrick Hamilton.	Academic Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$9000	Section 31a	District administration, building administration, Title I staff, kindergarten teachers
Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration
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Strategy 2:

Reading intervention materials - Basic supplies and leveled literacy materials will be purchased to assist teachers and specialized staff with leveled reading groups and remediation/extension activities in reading.

Category:

Research Cited: Calkins, Clay

Tier:

Activity - Basic Title I supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I team needs basic classroom materials and supplies to help students achieve academic goals.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$200	Title I Part A	Title I staff, administration

Activity - Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled reader and literacy kits will be purchased for grade level use to incorporate Reading Recovery and best practice reading strategies.	Direct Instruction	Tier 1	Implement	09/06/2016	06/05/2020	\$800	Title I Part A	Title I staff, teachers, administration

Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration

Strategy 3:

Technology programs - Our staff will differentiate instruction through the use of technology programs geared towards individual goals and remediation/extension for individual students.

Category:

Research Cited: Kouzes, Posner, Calkins, Marzano

Tier:

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Activity - Technology programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RAZ Kids/Reading A-Z provides leveled readers and comprehension activities online for multiple grade levels and interests.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$981	Title I Part A	Title I staff, teachers, administration

Activity - Archipelago programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Younger students will utilize Reading Eggs to track their progress in letter sounds and phonemic awareness. They will practice beginning reading and typing as well. Archipelago also offers other solutions to our reading intervention needs that may be utilized in the 2016-17 school year.	Technology	Tier 1		09/06/2016	06/05/2020	\$2674	Title I Part A, Title I Part A	Title I staff, teachers, administration

Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration

Activity - Flocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flocabulary offers activities for classrooms and individual to increase their vocabulary and comprehension.	Academic Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$96	Title I Part A	Title 1 staff, administration, teacher

Strategy 4:

Student Assistance Teams - Students who are not meeting learning and/or behavior goals in the classroom will be referred to our Student Assistance Team. There, the student's data and progress will be discussed with parents and team members and a plan will be made for improvement utilizing Tier II and/or Tier III interventions. The team will meet every nine weeks to monitor progress and update the plan if needed. The teams will meet for any struggling student, including migrant and homeless populations.

Category:

Research Cited: Kouses, Posner, Special Education guidelines, MiBLSi training

Tier:

Activity - Team meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will have time to discuss students' progress during the school day, at conferences, or at meetings before and after school.	Teacher Collaboration			09/06/2016	06/05/2020	\$0	No Funding Required	Title I staff, teachers, building administration, special education staff
Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration

Strategy 5:

Interventions - A team of trained teachers and paraprofessionals will assist students before, during and after school using specific data-proven methodologies to help them achieve their academic goals in reading. All students will be eligible for these interventions, including special education, homeless, and migrant/ELL students.

Category:

Research Cited: Kouses, Posner, PDCA training, MiBLSi training

Tier:

Activity - After school interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student advocate and interventionist will run an after school program utilizing small groups, technology programs, and targeted goals. Students will use this intervention as needed or by recommendation of a SAT meeting.	Academic Support Program			09/06/2016	06/05/2020	\$1000	Title I Part A	Student advocate, Title I staff, interventionist, administration
Activity - Before school interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will run a before school program utilizing small group technology interventions to serve students before school. Students will use this program as needed or by recommendation of a SAT meeting. This is in conjunction with our interventionist position.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$0	No Funding Required	Interventionist, Title I staff, administration

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Activity - Small group interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During school, students will be pulled out for one-on-one or small group interventions by either an interventionist or classroom teacher. Students will join as needed or by referral of a SAT meeting.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$0	No Funding Required	Interventionists, Title I staff, administration
Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained Reading Recovery teachers will administer Reading Recovery to the lowest 20% of first grade students and other students as referred by a SAT and the Reading Recovery screening process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$10000	Section 31a	Title I staff, Reading Recovery teachers, administration
Activity - Reading Recovery before/after school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified Reading Recovery teachers will lead interventions for students before or after school as SAT meetings and Reading Recovery screeners dictate. These are students that need Tier III interventions and cannot be pulled during the school day.	Direct Instruction	Tier 1		09/06/2016	06/05/2020	\$4000	Title I Part A, Title I School Improvement (ISI)	Title I staff, Reading Recovery teachers, administration
Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration
Activity - Summer school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will attend summer school with emphasis on reading and writing. Students will receive pre and post tests to help facilitate learning goals and objectives.	Academic Support Program	Tier 2	Implement	09/06/2016	08/21/2020	\$11500	Title I Part A	Title 1 staff, teachers, administration

Strategy 6:

Professional Development - reading - Professional Development opportunities afford our staff the training they need to become more effective learners. This is

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necessary for our learning as a community and to continue with our current targeted programs. Our learning can help effectively teach all subgroups.

Category:

Research Cited: Clay, Calkins, Payne, Kouses, Posner, Marzano

Tier:

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue their Reading Recovery training, and new staff members will be trained as well.	Professional Learning			09/06/2016	06/05/2020	\$30000	Section 31a	Reading Recovery trainers, administration, teachers, Reading Recovery teachers
Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration
Activity - Parent Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a Parent Fair where learning how to support students' learning in reading is discussed. Funds will be used to purchase take-home materials for families and supplies for the event.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$981	Title I Part A	Title 1 staff, teachers, administration

Goal 3: All students at Patrick Hamilton Elementary will summarize informational social studies passages using main idea and details.

Measurable Objective 1:

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A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 retelling in Social Studies by 06/09/2017 as measured by state assessments and/or common assessments.

Strategy 1:

Social Studies consumables - Using curricular guides and consumable periodical social studies materials, teachers will implement lessons devoted to retelling using main ideas and details.

Category:

Research Cited: Smarter Balanced Consortium

Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will use their reading skills to develop their retelling skills. The students may require leveled readers to assist with their understanding of the curriculum. The monies will fund consumables periodicals and readers.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/05/2020	\$900	Title I Part A	Support staff, administration, teachers, student advocate
Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration
Activity - PALS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 2-5 will practice and implement the Peer Assisted Learning Strategies as necessary for understanding and summarizing social studies texts.	Academic Support Program	Tier 1	Implement	09/01/2017	06/26/2020	\$300	Other	Teachers, administration

Strategy 2:

Marzano's Vocabulary - The teacher will tell the students the correct definition of the vocabulary word. The students will then draw a picture or write the definition of the vocabulary term in their own words. After using the words in the content area they will go back and review their definition and will confirm or change their definition.

Category:

Research Cited: Marzano

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Tier:

Activity - Vocabulary Instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be introduced to the vocabulary term. They will then be asked to draw a picture or write the definition in their own words. After using the word in context they will confirm or change their definition. Teachers may attend Academic Literacy training for professional development learning about this concept.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/05/2020	\$2000	Other	Support staff, administration, teachers
Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration

Goal 4: All students at Patrick Hamilton Elementary will utilize data to understand science concepts.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading data tables in Science by 06/09/2017 as measured by state assessments and/or common assessments.

Strategy 1:

Science lab materials - Materials for the Science lab will be replaced and updated as needed. Any materials that are needed to be aligned to common core will be purchased as needed.

Category:

Research Cited: Smarter Balanced Consortium

Tier:

Activity - Update science lab materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Science lab materials will be replaced and purchased as needed to demonstrate measurement and volume. Teachers will work with curriculum purchases to track what materials are being used and what needs to be replenished.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$500	Title I Part A	support staff, administration, teachers, student advocate
Activity - Science leveled readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science leveled readers will be evaluated and purchased to help students understand the curriculum at their own level. This may be in the form of paperback books, hardcover books, or periodicals.	Curriculum Development, Academic Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$500	Title I Part A	Administration, teaching staff, Title I staff

Strategy 2:

Data disaggregation - Our building will use the School Data Profile from Mark Walstrom to disaggregate data from state and local assessments to target our instruction effectively.

Category:

Research Cited: PDCA

Tier: Tier 1

Activity - School Data Profile	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing the School Data Profile from Mark Walstrom	Curriculum Development	Tier 1	Evaluate	09/06/2016	06/05/2020	\$450	Title I Part A	District and building administration, Title I staff

Goal 5: All students at Patrick Hamilton Elementary will practice Chieftain HERO values.

Measurable Objective 1:

demonstrate a behavior of Chieftain HERO values (Helpful, Earning and giving respect, Responsible, and Orderly and safe) by 06/09/2017 as measured by a decrease in the number of SWIS referrals.

Strategy 1:

Behavior interventions - The number of students with behavior referrals will decrease this year due to school wide behavior expectations, behavior plans, referral

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tracking systems, and professional development.

Category: Learning Support Systems

Research Cited: MiBLSi research

Tier: Tier 1

Activity - School wide expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be trained in the school wide expectations for behavior the first week of school and after major breaks. Celebrations of behavior achievements will occur at regular intervals.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/05/2020	\$300	Title I Part A	Counselor, Title I staff, administration, teachers, support staff members
Activity - Behavior plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students not achieving success with classroom and building plans will be referred to the Student Assistance Team for individualized behavior plans that could include CICO and other Tier II/ Tier III interventions.	Behavioral Support Program	Tier 3	Monitor	09/06/2016	06/05/2020	\$0	No Funding Required	Counselor, teachers, administration
Activity - Professional Development - behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will be trained in CHAMPs behavior management through the ISD and/or internal behavior coaches.	Professional Learning	Tier 1	Monitor	09/06/2016	06/05/2020	\$0	No Funding Required	Counselor, ISD staff, administration
Activity - Referral tracking system	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will track behavior issues with a referral system and utilize SWIS to warehouse data and examine trends for building, classrooms, and individuals.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$300	General Fund	Counselor, teachers, administration
Activity - Student Responsibility Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A lunchtime interventionist will utilize behavior strategies to intervene with issues from playground and classroom behavior. They will track behavior with the SWIS system and help generate behavior reports for behavior meetings and Tier 3 interventions.	Behavioral Support Program	Tier 2	Monitor	09/06/2016	06/05/2020	\$6000	Section 31a	Principal, counselor, Title I staff
Activity - CICO	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff will utilize the Check In Check Out program as part of our Tier 3 interventions. The lunchtime interventionist, counselor, and other staff members will track individual student behavior and create a point system that rewards continuous improvement in behavior.	Behavioral Support Program	Tier 3	Monitor	09/06/2016	06/05/2020	\$300	Section 31a	Counselor, Title I staff, principal, lunchtime interventionist
Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Behavioral Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration
Activity - Counseling staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building will employ a half time counselor to meet our students' behavioral needs.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$71000	Section 31a, General Fund	School improvement team, administration

Goal 6: All students at Patrick Hamilton Elementary will work with multi-step word problems to find mathematical solutions.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 06/09/2017 as measured by state assessments and/or common assessments.

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Strategy 1:

Differentiated instruction - All students will receive instruction at their level both inside and outside the classroom in mathematics. A combination of whole group, small group, and individual instruction will aide in the achievement of math goals. This strategy will help all students succeed, including our homeless population and our at-risk students.

Category:

Research Cited: Marzano, Kouses, Posner, MiBLSi training, PDCA training

Tier:

Activity - Success Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students 2-5 will participate in Success Time which includes remediation and/or extension of the CCSS in math. It will be organized according to pre and post assessments and will include targeted areas of weakness from the high stakes testing.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/05/2020	\$0	No Funding Required	Title I staff, interventionists, teachers, administration
Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration
Activity - Parent Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our parent fair this year will involve math games and strategies for parents to use at home with students. It will also offer our teachers new games to use with students as well. Amount includes money for games and food for parents and staff.	Parent Involvement, Community Engagement, Academic Support Program	Tier 1	Implement	01/26/2017	01/26/2017	\$600	Title I Part A	Title 1 staff, teachers, administration
Activity - Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Games will be purchased in conjunction with Parent Fair activities for use in classrooms with students. Students will have opportunities to use these games as interventions for specific math deficiencies and in classroom math centers.	Materials, Academic Support Program	Tier 1	Implement	01/26/2017	06/14/2017	\$400	Title I Part A	Title I staff, administration, teachers
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Activity - Building Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create problems for each grade level to work on a weekly basis. Problems will be multi-step for spiral review.	Curriculum Development, Academic Support Program	Tier 1	Getting Ready	09/01/2017	06/30/2018	\$50	Title I Part A	Teaching staff, administration

Strategy 2:

Technology programs - Our staff will differentiate instruction through the use of technology programs geared towards individual goals and remediation/extension for individual students.

Category: Technology

Research Cited: Calkins, Kouses, Posner, MiBLSi training, PDCA training

Tier: Tier 1

Activity - Brain Pop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program allows students to watch short videos and complete problems as a class and individually.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$160	Title I Part A	Title I staff, administration, teachers

Activity - Archipelago Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island program allows students 2-5 to work on CCSS while tracking progress and giving teachers data to utilize in differentiated instruction. It is also a valuable resource for teachers to create common assessments and find CCSS question banks. Archipelago also offers other solutions that our building may utilize during the 2016-17 school year.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$4501	Title I Part A, Title I Part A	District administration, Title I staff

Activity - Online programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our building will utilize free online math programs (xtramath, AAAmath, Coolmath, MobyMax) to supplement math instruction.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$0	No Funding Required	Title I staff, classroom teacher

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Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	No Funding Required	School improvement team, administration

Strategy 3:

Technology - Technology is needed to run programs, offer high quality classroom instruction, and prepare for state testing with the Smarter Balanced consortium. It is an essential part of our math instruction.

Category:

Research Cited: Smarter Balanced consortium, PDCA training

Tier:

Activity - iPads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPads will be utilized at each grade level for educational targeted apps and programs. We would like to add an additional 10 units for small group use.	Technology	Tier 2	Implement	09/06/2016	06/05/2020	\$6000	Title I Part A	Title I staff, administration, teachers

Activity - iPad accessories	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPad accessories such as Apple TVs, apps, storage units, cases, and wireless hookups are required to utilize iPad technology to its fullest during differentiated instruction and whole group instruction.	Technology	Tier 2	Implement	09/06/2016	06/05/2020	\$500	Title I Part A	Building administration, technology department, classroom teachers

Activity - Headphones and microphones	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to utilize the technology programs to their fullest potential, we need headphones and microphones for listening to tests and activities and recording stories and answers.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$525	Title I Part A	Title I staff, technology department, principal

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

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Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/12/2020	\$0	No Funding Required	School improvement team, administration
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Migrant paraprofessional	Interventionists specializing in specific subgroup populations (Migrant and ESL) will work in conjunction with the Title I staff to achieve success in reading for all Patrick Hamilton students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$9000	District administration, building administration, Title I staff, migrant staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Trained Reading Recovery teachers will administer Reading Recovery to the lowest 20% of first grade students and other students as referred by a SAT and the Reading Recovery screening process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$10000	Title I staff, Reading Recovery teachers, administration
Counseling staff	Building will employ a half time counselor to meet our students' behavioral needs.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$26000	School improvement team, administration
Student Responsibility Training	A lunchtime interventionist will utilize behavior strategies to intervene with issues from playground and classroom behavior. They will track behavior with the SWIS system and help generate behavior reports for behavior meetings and Tier 3 interventions.	Behavioral Support Program	Tier 2	Monitor	09/06/2016	06/05/2020	\$6000	Principal, counselor, Title I staff

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Kindergarten paraprofessional	Interventionists specializing in specific subgroup populations will work in conjunction with the Title I staff to achieve success in reading for kindergarten students at Patrick Hamilton.	Academic Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$9000	District administration, building administration, Title I staff, kindergarten teachers
Reading Recovery	Staff will continue their Reading Recovery training, and new staff members will be trained as well.	Professional Learning			09/06/2016	06/05/2020	\$30000	Reading Recovery trainers, administration, teachers, Reading Recovery teachers
CICO	Our staff will utilize the Check In Check Out program as part of our Tier 3 interventions. The lunchtime interventionist, counselor, and other staff members will track individual student behavior and create a point system that rewards continuous improvement in behavior.	Behavioral Support Program	Tier 3	Monitor	09/06/2016	06/05/2020	\$300	Counselor, Title I staff, principal, lunchtime interventionist

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Counseling staff	Building will employ a half time counselor to meet our students' behavioral needs.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$45000	School improvement team, administration
Referral tracking system	Staff will track behavior issues with a referral system and utilize SWIS to warehouse data and examine trends for building, classrooms, and individuals.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$300	Counselor, teachers, administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Success Time	Students 2-5 will participate in Success Time which includes remediation and/or extension of the CCSS in math. It will be organized according to pre and post assessments and will include targeted areas of weakness from the high stakes testing.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/05/2020	\$0	Title I staff, interventionists, teachers, administration
Data collection and analysis	Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	School improvement team, administration
Data collection and analysis	Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Behavioral Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	School improvement team, administration
Data collection and analysis	Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	School improvement team, administration
Professional Development - behavior	All staff members will be trained in CHAMPs behavior management through the ISD and/or internal behavior coaches.	Professional Learning	Tier 1	Monitor	09/06/2016	06/05/2020	\$0	Counselor, ISD staff, administration
Data collection and analysis	Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	School improvement team, administration
Team meetings	Staff will have time to discuss students' progress during the school day, at conferences, or at meetings before and after school.	Teacher Collaboration			09/06/2016	06/05/2020	\$0	Title I staff, teachers, building administration, special education staff
Small group interventions	During school, students will be pulled out for one-on-one or small group interventions by either an interventionist or classroom teacher. Students will join as needed or by referral of a SAT meeting.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$0	Interventionists, Title I staff, administration
Online programs	Our building will utilize free online math programs (xtramath, AAAmath, Coolmath, MobyMax) to supplement math instruction.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$0	Title I staff, classroom teacher

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Data collection and analysis	Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	School improvement team, administration
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Before school interventions	Interventionist will run a before school program utilizing small group technology interventions to serve students before school. Students will use this program as needed or by recommendation of a SAT meeting. This is in conjunction with our interventionist position.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$0	Interventionist, Title I staff, administration
Behavior plans	All students not achieving success with classroom and building plans will be referred to the Student Assistance Team for individualized behavior plans that could include CICO and other Tier II/ Tier III interventions.	Behavioral Support Program	Tier 3	Monitor	09/06/2016	06/05/2020	\$0	Counselor, teachers, administration
Data collection and analysis	Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	School improvement team, administration
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Building Wide Writing	3 times yearly, students will be given a common prompt and assessed by grade levels. Updates need to be made to writing prompts and rubrics to match M-Step test expectations.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/05/2020	\$0	Title I staff, administration, teachers
Data collection and analysis	Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	School improvement team, administration
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Data collection and analysis	Staff will use data from programs to evaluate effectiveness of the activities and decide on implementation for the following year.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/05/2020	\$0	School improvement team, administration

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PALS	Grades 2-5 will practice and implement the Peer Assisted Learning Strategies as necessary for understanding and summarizing social studies texts.	Academic Support Program	Tier 1	Implement	09/01/2017	06/26/2020	\$300	Teachers, administration
Vocabulary Instruction Professional Development	Students will be introduced to the vocabulary term. They will then be asked to draw a picture or write the definition in their own words. After using the word in context they will confirm or change their definition. Teachers may attend Academic Literacy training for professional development learning about this concept.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/05/2020	\$2000	Support staff, administration, teachers

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery before/after school	Certified Reading Recovery teachers will lead interventions for students before or after school as SAT meetings and Reading Recovery screeners dictate. These are students that need Tier III interventions and cannot be pulled during the school day.	Direct Instruction	Tier 1		09/06/2016	06/05/2020	\$2000	Title I staff, Reading Recovery teachers, administration

Title I Part A

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery before/after school	Certified Reading Recovery teachers will lead interventions for students before or after school as SAT meetings and Reading Recovery screeners dictate. These are students that need Tier III interventions and cannot be pulled during the school day.	Direct Instruction	Tier 1		09/06/2016	06/05/2020	\$2000	Title I staff, Reading Recovery teachers, administration
Technology programs	RAZ Kids/Reading A-Z provides leveled readers and comprehension activities online for multiple grade levels and interests.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$981	Title I staff, teachers, administration
iPads	iPads will be utilized at each grade level for educational targeted apps and programs. We would like to add an additional 10 units for small group use.	Technology	Tier 2	Implement	09/06/2016	06/05/2020	\$6000	Title I staff, administration, teachers
Summer school	Targeted students will attend summer school with emphasis on reading and writing. Students will receive pre and post tests to help facilitate learning goals and objectives.	Academic Support Program	Tier 2	Implement	09/06/2016	08/21/2020	\$11500	Title 1 staff, teachers, administration
iPad accessories	iPad accessories such as Apple TVs, apps, storage units, cases, and wireless hookups are required to utilize iPad technology to its fullest during differentiated instruction and whole group instruction.	Technology	Tier 2	Implement	09/06/2016	06/05/2020	\$500	Building administration, technology department, classroom teachers
Leveled Readers	Leveled reader and literacy kits will be purchased for grade level use to incorporate Reading Recovery and best practice reading strategies.	Direct Instruction	Tier 1	Implement	09/06/2016	06/05/2020	\$800	Title I staff, teachers, administration
Parent Fair	Our parent fair this year will involve math games and strategies for parents to use at home with students. It will also offer our teachers new games to use with students as well. Amount includes money for games and food for parents and staff.	Parent Involvement, Community Engagement, Academic Support Program	Tier 1	Implement	01/26/2017	01/26/2017	\$600	Title 1 staff, teachers, administration
Guided Reading	The students will use their reading skills to develop their retelling skills. The students may require leveled readers to assist with their understanding of the curriculum. The monies will fund consumables periodicals and readers.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/05/2020	\$900	Support staff, administration, teachers, student advocate

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Basic Title I supplies	The Title I team needs basic classroom materials and supplies to help students achieve academic goals.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$200	Title I staff, administration
Brain Pop	This program allows students to watch short videos and complete problems as a class and individually.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$160	Title I staff, administration, teachers
MAISA Unit implementation	We will need mentor texts from the MAISA to assist with writing curriculum.	Curriculum Development, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$500	Administration, teaching staff, Title I staff
Parent Fair	Parents will be invited to a Parent Fair where learning how to support students' learning in reading is discussed. Funds will be used to purchase take-home materials for families and supplies for the event.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$981	Title 1 staff, teachers, administration
Daily interventionists	Trained interventionists will work with students who need additional support as directed by our SAT meetings. One interventionist will work 4 full days a week and one will work 4 days a week, 3 hours a day as funds allow. This will be funded out of School Improvement funds.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$17000	School improvement team, Title I staff, administration
Daily RR interventionist	Trained interventionist will work with students who need additional support as directed by our SAT meetings and coverage for Reading Recovery teachers. Title I staff will meet periodically to evaluate each students' success in reading. This interventionist will work 5 half days a week paid out of Reading Recovery funds and 5 half days a week paid out of School Improvement funds.	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$17000	School improvement team, Title I staff, administration
Archipelago Programs	Study Island program allows students 2-5 to work on CCSS while tracking progress and giving teachers data to utilize in differentiated instruction. It is also a valuable resource for teachers to create common assessments and find CCSS question banks. Archipelago also offers other solutions that our building may utilize during the 2016-17 school year.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$2501	District administration, Title I staff
Title I teacher	Title I teacher working with students daily (100% of salary)	Academic Support Program	Tier 2	Implement	09/06/2016	06/05/2020	\$64000	Title I staff, administration
Building Problem Solving	Staff will create problems for each grade level to work on a weekly basis. Problems will be multi-step for spiral review.	Curriculum Development, Academic Support Program	Tier 1	Getting Ready	09/01/2017	06/30/2018	\$50	Teaching staff, administration

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Math Games	Games will be purchased in conjunction with Parent Fair activities for use in classrooms with students. Students will have opportunities to use these games as interventions for specific math deficiencies and in classroom math centers.	Materials, Academic Support Program	Tier 1	Implement	01/26/2017	06/14/2017	\$400	Title I staff, administration, teachers
Flocabulary	Flocabulary offers activities for classrooms and individual to increase their vocabulary and comprehension.	Academic Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$96	Title 1 staff, administration, teacher
School Data Profile	Utilizing the School Data Profile from Mark Walstrom	Curriculum Development	Tier 1	Evaluate	09/06/2016	06/05/2020	\$450	District and building administration, Title I staff
Science leveled readers	Science leveled readers will be evaluated and purchased to help students understand the curriculum at their own level. This may be in the form of paperback books, hardcover books, or periodicals.	Curriculum Development, Academic Support Program	Tier 1	Implement	09/06/2016	06/05/2020	\$500	Administration, teaching staff, Title I staff
After school interventions	Student advocate and interventionist will run an after school program utilizing small groups, technology programs, and targeted goals. Students will use this intervention as needed or by recommendation of a SAT meeting.	Academic Support Program			09/06/2016	06/05/2020	\$1000	Student advocate, Title I staff, interventionist, administration
Archipelago Programs	Study Island program allows students 2-5 to work on CCSS while tracking progress and giving teachers data to utilize in differentiated instruction. It is also a valuable resource for teachers to create common assessments and find CCSS question banks. Archipelago also offers other solutions that our building may utilize during the 2016-17 school year.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$2000	District administration, Title I staff
Title I paraprofessional	Title I paraprofessional to work with targeted groups of students	Academic Support Program		Implement	09/06/2016	06/05/2020	\$15000	Title I staff, administration
Archipelago programs	Younger students will utilize Reading Eggs to track their progress in letter sounds and phonemic awareness. They will practice beginning reading and typing as well. Archipelago also offers other solutions to our reading intervention needs that may be utilized in the 2016-17 school year.	Technology	Tier 1		09/06/2016	06/05/2020	\$2000	Title I staff, teachers, administration
Headphones and microphones	In order to utilize the technology programs to their fullest potential, we need headphones and microphones for listening to tests and activities and recording stories and answers.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$525	Title I staff, technology department, principal

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Archipelago programs	Younger students will utilize Reading Eggs to track their progress in letter sounds and phonemic awareness. They will practice beginning reading and typing as well. Archipelago also offers other solutions to our reading intervention needs that may be utilized in the 2016-17 school year.	Technology	Tier 1		09/06/2016	06/05/2020	\$674	Title I staff, teachers, administration
School wide expectations	All students will be trained in the school wide expectations for behavior the first week of school and after major breaks. Celebrations of behavior achievements will occur at regular intervals.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/05/2020	\$300	Counselor, Title I staff, administration, teachers, support staff members
Update science lab materials	Science lab materials will be replaced and purchased as needed to demonstrate measurement and volume. Teachers will work with curriculum purchases to track what materials are being used and what needs to be replenished.	Technology	Tier 1	Implement	09/06/2016	06/05/2020	\$500	support staff, administration, teachers, student advocate