



School Improvement Plan

R.B. Boyce Elementary School

Ionia Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Boyce teaching staff, the principal, and one parent attended a staff meeting. Staff members were divided into groups with a school improvement committee member facilitating each team including the parent representation. The comprehensive needs assessment was completed and the result were used to inform, update, and adjust the school improvement plan.

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?

Process Data: The Boyce School Systems Review showed that Boyce was "Partially Implemented" in 17 of the indicators and "Fully Implemented" in 9 of the indicators. As a staff it was decided that our Indicators of Focus will be T: Collective Responsibility and D: Effective Instructional Practices. These indicators were incorporated into the 2018-19 School Improvement Plan and our school-wide HiL Grant work.

Achievement Data:

ELA - DIBELS data was reviewed. Kindergarten: Beginning of the year: 66% of students at/above benchmark, end of the year: 58% of students at/above benchmark, 1st grade: Beginning of the year: 47% of students at/above benchmark, end of the year: 62% of students at/above benchmark, 2nd grade: Beginning of the year: 76% of students at/above benchmark, end of the year: 57% of students at/above benchmark, 3rd grade: Beginning of the year: 53% of students at/above benchmark, end of the year: 47% of students at/above benchmark, 4th grade: Beginning of the year: 63% of students at/above benchmark, end of the year: 72% of students at/above benchmark, 5th grade: Beginning of the year: 42% of students at/above benchmark, end of the year: 53% of students at/above benchmark It was concluded that while student achievement has increased in most grade levels, we did not meet the goal of 80%. NWEA Reading data (Spring 2018) concluded that 42% of kindergarten students were at/above benchmark, 50% of 1st grade students were at/above benchmark, 61% of 2nd grade students were at/above benchmark, 36% of 3rd grade students were at/above benchmark, 49% of 4th grade students were at/above benchmark, and 56% of 5th grade students were at/above benchmark. M-Step data from 2016 indicates that 47% of 3rd-5th students were proficient.

Math - NWEA Reading data (Spring 2018) concluded that 54% of kindergarten students were at/above benchmark, 52% of 1st grade students were at/above benchmark, 49% of 2nd grade students were at/above benchmark, 47% of 3rd grade students were at/above benchmark, 53% of 4th grade students were at/above benchmark, and 43% of 5th grade students were at/above benchmark. M-Step data from 2016 indicates that 36% of 3rd-5th grade students were proficient.

Science - 2016 M-Step data shows that only 14% of our 4th grade students were proficient in Science.

Social Studies - 2016 M-Step data shows that only 16% of our 5th grade students were proficient in Social Studies.

Gaps in achievement: When looking at both local and statewide data, there is a significant gap in district writing scores between male and female students. There is also a gap in achievement between males and females in the 2016 M-Step ELA data (35% and 50%).

Perception Data: Current perception data that we have received from parents in our community indicate that they are very pleased with the school and the academic progress their children are making. We have received positive feedback from parents on the school climate, support for student learning, and that Boyce has an excellent teaching staff. Staff perception data indicates that staff have high expectations and are committed to helping students achieve their goals. Challenges include aligning professional development to our focus (and needs) as a school.

Demographic Data: School enrollment is at 309 for the 2017-18 school year . Subgroups to consider are: 54% of students at Boyce receive free or reduced lunch, 16% of our students qualify for special education services which includes six students in a self contained classroom for students with emotional impairments.

Conclusion: School improvement goals, objectives strategies, and activities have been developed, revised and updated using data from the school systems review which drives the school improvement process. New strategies in the plan reflect the need for professional development that meets the needs of our staff and results in increased student achievement in all content areas. We are also focusing on the 5 Dimensions of Teaching and Learning, incorporating specific dimensions into our plan such as student engagement strategies, learning targets and success criteria, and formative assessment. We installed PBIS in the fall of 2017 and will be evaluating the effectiveness of the program and making changes where needed. A literacy focus was implemented in 2017-18 through our work with MiBLSi. We are also piloting a new Social Studies program which will give teachers more resources in the classroom. Boyce School is looked at as a school of choice for area families, and we want to back that up with increased student achievement.

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

For the 2018-19 school year, Boyce Elementary has five goals. We want all students to be proficient in ELA, Math, Science, and Social Studies. We also included an organizational goal for next year to encourage that all students make positive behavior choices. We have reorganized our strategies to include: Curriculum and Instruction, Professional Development, Parent Involvement, and Timely and Additional Academic and/or Behavioral Support. The activities that are included under these strategies are researched based, align initiatives that are already in place or just getting started, and focus on the collective responsibility that we, as a staff, have for all of our students. All changes were made based on the four types of data that we collected and reviewed.

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 main focus for the 2018-19 school year is on that first good instruction. We are striving to meet the needs of all our students in all content areas using solid instructional practices. We acknowledge that there are some gaps in achievement that need to be address and will be monitoring progress at regular intervals to address the specific needs of students who continue to struggle whether it be an economic or gender gap. We will be working towards implementing a system of response for those students to provide timely and additional assistance.

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 three main strategies that we will employ for the 2018-19 school year focus on Tier 1 instruction. All students will be provided with quality curriculum and instruction. Teachers will be supported through the professional development that relates to that instruction and parents will be encouraged to be involved in the education of their children and the school community. For those students that need additional assistance we will provide interventions that are targeted and specific with regular progress monitoring. Staff will learn how to use the data collected and meet regularly to redesign instruction at all tiered levels.

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).

We have four main strategies on the school improvement plan. The first is Curriculum and Instruction. This strategies focuses on quality instruction for all students pulling in targeted elements of the 5 Dimensions of Teaching and Learning. At Boyce we are focusing on Formative Assessment, Student Engagement, and Learning Targets/Success Criteria. These were chosen based on data collected from teachers' self assessment. We also used a reflection tool provided by the Reading Now Network and incorporated some suggested activities such as 90-120 minutes of uninterrupted ELA instruction. We are looking at restructuring our schedule (recess, specials, etc) to accommodate this activity. The second strategy is Professional Learning and Collaboration. We understand the importance of actively participating in shared leadership of our learning as adult professionals. We have participated, and will continue to participate in Classroom Learning Labs. We will be receiving training through a partnership with MiBLSi in data interpretation so that we can be strategic with academic and non-academic instruction for all students. We feel strongly in our collective responsibility for all of our Boyce students. The third strategy is Student and Family Engagement. We will continue to promote a positive and collaborative relationship with Boyce families. We expect all instructional staff to have 100% conference contact at least twice a year. We invite families for reading and math nights. We also have a Parent Advisory Group that meets once a month to improve communication, provide input, and problem solve. Our final strategy is Timely and Additional Academic Assistance in Behavioral and Academic Areas. We are entering year two of our MiBLSi partnership and will continue to improve our MTSS work. We have an Instructional Consultation Team of 6 members that are currently available to work through a collaborative problem solving process with teachers when they need assistance providing Tier 2/3 interventions. We will continue to align what we do with ICT, RtI, and incorporate the requirements from the Third Grade Reading Law to provide an more efficient system of interventions. In doing these things, and monitoring the progress of our students as well as adult behaviors with fidelity checks we believe that we can increase the quality and quantity of instruction and close the achievement gaps rapidly.

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

The school improvement team reviewed a variety of data to identify needs and challenges as well as achievement gaps. Some of the research we are using as a basis for improving instruction comes from the 5 Dimensions of Teaching and Learning which is our district
SY 2018-2019

approved framework for growth and evaluation. Other research that we are using as a foundation for our practices comes from John Hattie's Visible Learning and Jim Knight's Unmistakable Impact. We also rely on the expertise of MiBLSi to guide us through the implementation of an integrated behavior and academic model of a multi tiered system of support.

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.

Our strategy for instructional support in all major subgroups (which include economically disadvantaged students as well as students with special education qualifiers) is Timely and Additional Assistance in Behavioral and Academic Areas. This strategy is used in all four core content areas as well as the behavior goal. We use the work of Jim Knight and Rick Stiggins as the research base. The activities listed under this strategy include the support of the Instructional Consultation Teams' collaborative problem solving process for all areas including behavior. We employ the assistance of paraprofessionals and interventionists to assist with the implementation of interventions. We continue to review data at grade levels during PLC time and have intervention time built into our day to meet the needs of all students including our subgroups.

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

All students are screened using DIBELS Next as well as NWEA Reading and Math. Data is then analyzed and used to form intervention groups. Groups are provided intervention during a specified half hour block and progress is monitored. Teachers have an added opportunity to request assistance from the Instructional Consultation Team and work through a collaborative problem solving process to assess the student(s) area of need, collect a baseline, set a goal, develop interventions, and create a plan to monitor progress. These cases are often small group but can be individual or class wide. Case managers meet on a regular basis with the teacher to evaluate progress and determine effectiveness. Grade level teachers also meet on a regular basis during district provided PLC time to review data and provide for flexible grouping of students based on need. We continue to work towards integrating our processes to be more efficient and productive.

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	100% of the four paraprofessionals on staff are highly qualified as documented with WorkKeys Assessment proficiency.	

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	100% of the fourteen teachers on staff at Boyce are highly qualified. The three itinerant teaching staff members (PE, Music and Art) on staff at Boyce two days a week are also highly qualified. They all possess a Bachelor's degree and full state certification and show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification (M.T.T.C.) or a graduate degree or course work that is equivalent to an undergraduate majoring in any subject area directly related to elementary teaching, or achieving National Board Certification, or credentialing in any subject	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Two teachers left to take another position. The positions were filled with highly qualified teachers. No other movement is anticipated. The teacher turnover rate for Boyce School has been 14% for the last two year.

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

Out of 14 teachers, 29% have taught 0-4 years, 7% have taught 5-9 years, 7% have taught 10-14 years, and 57% have taught 15 years or longer.

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

Boyce Elementary School (and Ionia Public Schools) participate in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are mentors for new teachers, new teacher orientation, scheduled professional development days, School Leadership Team, and Instructional Consultation Teams (ICT). These programs all work toward improving and enhancing student and staff performance. Teachers are included in making decisions regarding the building school improvement plan and district curriculum. They have the opportunity to become familiar with the state curriculum guidelines and work together district-wide by grade level and/or curriculum committees to create activities and common assessments for classroom use.

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

The specific initiatives that were mentioned in the previous response for the building also apply to the district as these initiatives are in place at all five of the district elementary school buildings. It should be mentioned that the district offers competitive salary and benefits in comparison to surrounding districts which helps attract and keep highly qualified teachers.

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

There is not a high turnover rate at Boyce 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.

Based on Professional Learning Culture: Indicator T we are focusing on getting staff to take leadership roles in their professional learning and to promote a collective responsibility for all students. We are working on using PLC time that is scheduled district wide to the fullest potential. Staff will undergo training through our partnership with MiBLSi on data interpretation and the process of having data dialogues. We will also continue to participate in Classroom Learning Labs. Staff has been able to pick the grade level and content area for the labs they attend based on their own professional needs. The district is providing buildings with a PD day during the fall that will be customized to fit building needs. Cohort 1 schools who will be implementing PBIS in the fall will use this day for PBIS Classroom training. Finally, an activity that we have listed is a book study for K-2 and 3-5 with grade levels facilitating the discussion. Boyce was also selected to participate in the HiL Grant through the Reading Now Network. The grant has a focus on reading and hires a reading specialist to assist the principal and teacher leaders in the building.

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

Classroom Learning Labs are facilitated by two of our district instructional coaches. This will be an ongoing professional development opportunity that is offered. Data analysis training will also be ongoing as we work through the process of MTSS with the support of MiBLSi. The district has also committed to providing instructional staff with PLC time to work as grade level groups.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Boyce Elementary School is a part of Ionia Public Schools. Therefore, Ionia Public Schools' Professional Learning Plan is the same plan that Boyce Elementary School uses. This plan is completed and uploaded.	

Component 6: Strategies to Increase Parental Involvement

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

One parent who is on the Boyce SI Team attends meetings with other core team members to help complete the School Systems Review and the updates of the goals and strategies of the SI plan. We also have a Parent Advisory Group which is open to all parents. This group meets once a month after school. The purpose of the group is to improve communication, provide feedback and input, and to problem solve around issues that arise.

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

There is one parent on the SI Team. We will be having monthly SI meetings during the 2015-2016 school year where issues regarding implementation of goals and/or strategies of the SI plan are discussed. Members of the Parent Advisory Group are involved and updated on the school improvement plan and progress towards goals.

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

The parent representative was invited to the meeting when staff worked together towards the completion of the School System Review and to update the school improvement plan.

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

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

Parents are provided with the opportunity to attend school open house at the beginning of the year where information is shared about the school environment, content standards, etc. Parents also are invited to a Title I meeting and subsequent math and reading nights. There is also a Parent Advisory Group that meets once a month to improve communication, provide input and feedback, and problem solve around issues that arise. This year the work of the PAG was based around the upcoming implementation of PBIS and the development of Individual Reading Plans. Materials and resources are provided to parents during these meetings. School staff are aware of the importance of a solid partnership with Boyce families. An additional parent group (PTG) meets and there is representation in that group from the Parent Advisory Group with communication protocols in place. Parents are also asked to fill out at least a Fall and Spring Survey so that the school improvement team can use that data to improve.

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

The Boyce SI Team will review all activities that help support the strategies and decide if changes need to be made based on student achievement data and staff/parent perception. Parent evaluations of family activities supply us with feedback that is used to help plan for next year's parent involvement/school improvement activities. Beginning next year, the Parent Advisory Group will have a more active role in the evaluation of the parent involvement component.

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

The feedback given on evaluations will be reviewed and used by the staff to help plan and improve school wide programs.

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

The School-Parent compact for Boyce Elementary School was reviewed/updated at a school improvement meeting and a PTG meeting in order to solicit as much parental input and feedback as possible. The compact was then sent home to all parents prior to fall P/T Conferences so parents would have time to read it and change it as necessary.

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

The School-Parent compact is sent home to all parents prior to fall student/parent/teacher conferences so that parents can have time to read it and review it and then discuss it with their child. The compact is then signed by the teacher and parent at fall P/T Conferences. The compact is then reviewed by teachers and their students. Students also sign the compact. Copies of all signed compacts are kept in the office for future reference.

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.

Teachers complete report cards at the end of each quarter. The report cards are standards-based. All classroom teachers send home (academic/behavior) progress reports. Student/parent/teacher conferences are held in the fall and in the spring. At the fall and spring conference, a report of progress is shared with parents. The results of teacher-created summative assessments are sent home with students or shared at student/parent/teacher conferences. The Elementary Assessments and Reporting Schedule shows that students are administered multiple types of summative assessments (DIBELS, district writing assessments, NWEA Math, and NWEA Reading. Many of the results from the standardized assessments are shared with parents (either sent home or shared at student/parent/teacher conferences). An attempt is made to explain to parents assessment results in parent-friendly language. The district employs a full-time Spanish Liaison to serve as an interpreter for families to assure that assessment results are delivered in a language that parents can understand.

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?

Boyce Elementary School's plan for connecting with preschool age children includes a Kindergarten open house before the first day of school so that students can see their classroom and meet their teacher. Our plan also includes hosting a visit of preschool age children of local programs who may attend Boyce in the fall. These programs may include the following: Head Start, Young 4's, KinderStart, Early Childhood Developmentally Delayed program, private schools, and area daycare centers. The plan for transitioning fifth grade students to the middle school (sixth grade) includes a school day visitation, an evening orientation for students and parents, and a fall open house prior to the start of the school year.

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

The Kinderstart and Kindergarten teachers have adopted/developed a common Kindergarten Readiness Assessment which is given to students at the district wide Kindergarten Registration which is conducted by Ionia Public Schools each spring. Children are introduced to teachers, and assessed for hearing, vision, speech, language, and overall readiness. Results are shared with parents to help them make an informed decision regarding Kindergarten placement. Information that is pertinent to incoming Kindergarten and preschool age children is listed on the Ionia Public Schools district website.

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?

Boyce Elementary School staff has two teachers per grade level in grades K-5. Teachers have been working in district grade level groups/teams to develop common summative unit assessments. There is not yet consistency in all core areas with assessment timelines other than those dictated on the Elementary Assessments & Reporting Schedule (M-Step, NWEA Reading, NWEA Math, DIBELS, and Writing Samples). For the most part, teachers are free to determine the formative assessments that they use to help adjust instruction. Grade level teams meet to discuss data and determine goals and strategies for intervention groups. Beginning in the fall, staff will work to better communicate with parents around how students are identified, interventions implemented, and how progress is monitored. The future goal is to develop and implement an assessment calendar that will have common unit assessment times and tools, with time to analyze and summarize the data for instructional purposes. The administrator of the building will participate in the assessment cycle planning and development.

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

During school improvement meeting time, teachers study local data to determine student needs and instructional implications, and in the future they will study M-Step data. Teachers also spend time during staff meetings and half day PLC's working with their grade level partner to study and compare the results of common summative assessment. In addition, teachers use formative assessments to monitor and adjust instruction. Through the use of Instructional Consultation Teams, individual student assessment data is analyzed in an effort to develop an instructional match for the student. Sometimes the strategy developed for an instructional match is used with all students in the classroom to positively impact their learning. As a staff, we will improve on our ability to have data dialogues with support of MiBLSi as we implement a MTSS model in our building.

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.

At Boyce Elementary School teachers identify students having academic and/or behavioral difficulties mastering the content expectations. In a timely and efficient manner, the teacher and an ICT member work collaboratively to identify the best instructional strategies (the instructional match) for individual students and set goals for student achievement while the strategies are being employed. Progress monitoring of the identified student's goal is collected weekly by the teacher or the case manager to ensure student and staff success. In addition, each grade level dedicates one half hour each day to meeting the individual needs of all students during RTI time. Teaching staff work together to provide this additional instruction. Classroom teachers are also given Title I Indicators spreadsheet three times per year which coincides with the district testing windows. Taken into consideration are DIBELS scores, Star scores, Writing scores, and teacher observations. Students are identified as needing additional support and assigned intervention groups that are flexible and fluid. The primary focus of interventions has been, and will continue for the 18-19 school year, ELA. ICT is still available for teachers in all content areas including behavior.

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?

Classroom teachers employ the use of several interventions (reteaching, repetition, retesting, hands-on activities, activities that appeal to different learning styles, use of concrete manipulatives, reading tests aloud, reducing the length of assignments, identifying and assessing only key concepts, one-on-one or small group assistance) in an attempt to meet students' individual needs within the classroom.

Supplemental interventions offered for students that are at risk:

1. Title I Paraprofessionals are providing additional support in reading and/or in math to identified students as needed.
2. Interventionist Teachers are providing additional support in reading and/or in math to identified students as needed.
3. RTI time has been implemented in the district. Instruction is based on specific student need.
4. Kinderstart is a district program designed for students not yet ready for Kindergarten.
5. Preschool (Bulldog Beginnings) is a district program offered to families for students who are age 4 to help prepare them for school
6. Preschool (Michigan School Readiness Program - MSRP) is an Ionia County Intermediate School District program offered to families for students who are age 4 to help prepare them for school.
7. Instructional Consultation Team Support

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

Differentiated instructional strategies used by teachers in the classroom to meet individual students' needs include but are not limited to the following: additional repetition of content expectations, working memory strategies, learning activities that appeal to visual and kinesthetic as

well as auditory learning styles, cooperative groupings, small group reading instruction, and strategic partnering of students.

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.

Federal, state, and local programs and resources are coordinated and integrated through the school improvement process. The district State and Federal Programs Coordinator facilitates the distribution of funds based on the number of at risk students and the guidelines provided by the Michigan Department of Education. District School Improvement/Curriculum Council members guide the implementation of district level initiatives such as summer school and instructional coaching. The school improvement process is used to distribute federal resource allocations (Title I). The school improvement team uses local and state achievement data to determine specific initiatives to implement within the school. Progress monitoring of the initiatives can occur at monthly school improvement meetings and District School Improvement/Curriculum Council Meetings.

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 I A funds are used to supplement and strengthen student growth and the achievement of our school wide goals. The district manages Title IIA funds giving consideration to each school's individual professional development needs. Title IIA funds are used to improve teachers' instructional practices, support reform initiatives, and encourage professional growth. Title III funds are used for programs and resources to benefit English Language learners. Additional monies received from grants help to support our programs. Additional grant monies include: 31a, Title IID, Safe and Drug Free Schools, Parent Teach Guild Funds, Great Start Readiness Program (GSRP), and general funds to implement the required school wide plan components as described in the list below. Each of these components and the programs they support are intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational roll.

1. School System Review (School process rubrics and School Data Profile/Analysis): general fund
2. Schoolwide Reform Strategies: general fund
3. Instruction by Highly Qualified Professional Staff: Title IIA, general fund
4. Strategies to Attract High-Quality High-Qualified Teachers to High Needs Schools: general fund, Title IIA, Parent Teacher Guild
5. High Quality and Ongoing Professional Development: Title IIA, Title IID (2012-13), general fund
6. Strategies to Increase Parental Involvement: Title I
7. Preschool Transition Strategies: general fund, GSRP
8. Teacher Participation in Making Assessment Decisions: general fund, Title IIA

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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readiness/early intervention. Support is provided to classrooms based on student needs (Title I Identification sheets listing each student and the number of previously chosen qualifiers they meet). Examples of qualifiers used at different grade levels include DIBELS, NWEA Reading, and teacher recommendation. Classroom needs are reviewed and adjustments to the Title I paraeducator and/or teacher interventionist allocations/schedules are made (if indicated by the data) when the 2nd Trimester Assessments are given and used to update each students' Title I qualifiers. The State and Federal Programs Coordinator completes the coordination of funds in conjunction with building staff, administration, and central office staff.

Evaluation:

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

Key members of the school improvement team (parent, teachers, other staff, and building principal) met and break into small groups to collaboratively (by consensus) score the School System Review and list sources of documentation for each. The data for the School Data Profile/Analysis (which contains state, local achievement, demographic, staff, and perception data) was compiled by the principal and the school improvement committee chair with the support and input from teaching staff members. The School System Review and School Data Profile/Analysis was used to determine what progress has been made on the school improvement goals and what, if any, adjustments/changes need to be made on the strategies and activities. This process of studying data and adjusting/updating the school improvement plan takes place periodically throughout the school year.

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.

To evaluate the results achieved by the school-wide program, the school improvement team will look at the total Title I student count to see if it dropped significantly from beginning of the year to the middle and from the middle to the end. The school improvement team will also study the NWEA Reading and NWEA Math assessment results (for the whole group and disaggregated for those students who receive Title I reading and Title I math support) to determine if the Title I students are achieving at a faster rate (to close the gap) than the students who do not receive Title I support. If the number of students who qualify for Title I services is going down and the rate at which Title I students are growing academically is faster than that of non Title I students, it will be determined that the school-wide program has been effective. Because the M-Step results are not complete, it is not very helpful in evaluating the results achieved by the school-wide program.

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

To determine the effectiveness of the school-wide program in increasing the achievement of students who had been furthest from achieving the standards, the school improvement team will look at the total Title I student count to see if it dropped significantly from the beginning of the year to the middle and from the middle to the end. The school improvement team will also study the NWEA Reading and NWEA Math assessment results (for the whole group and disaggregated for those students who receive Title I reading and Title I math support) to determine if the Title I students are achieving at a faster rate (to close the gap) than the students who do not receive Title I support. If the number of students who qualify for Title I services is going down and the rate at which Title I students are growing academically is faster than that of non Title I students, it will be determined that the school-wide program has been effective.

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?

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Once the data has been collected and studied to determine what progress has been made on the school improvement goals, adjustments/changes are made on the school improvement strategies and activities as is dictated by the data. This process of studying data and adjusting/updating the school improvement plan is ongoing throughout the school year.

Boyce School Improvement Plan 2018-19

Overview

Plan Name

Boyce School Improvement Plan 2018-19

Plan Description

Boyce School Improvement Plan 2018-19

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 be proficient in ELA	Objectives: 6 Strategies: 4 Activities: 24	Academic	\$63700
2	All students will be proficient in Math	Objectives: 5 Strategies: 4 Activities: 22	Academic	\$56000
3	All students will make positive behavior choices	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$1700
4	All students will be proficient in Science	Objectives: 3 Strategies: 4 Activities: 13	Academic	\$54700
5	All students will be proficient in Social Studies	Objectives: 3 Strategies: 4 Activities: 13	Academic	\$85700

Goal 1: All students will be proficient in ELA

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in achievement in English Language Arts by 06/05/2019 as measured by M-Step.

(shared) Strategy 1:

Curriculum and Instruction - Teachers will deliver a viable curriculum to all students focusing on elements of effective teaching (clear learning targets, teaching/modeling/demonstrating, guided practice, and checks for understanding/formative assessments).

Category: English/Language Arts

Research Cited: Allington, R. L., & Gabriel, R. E. (2012, March). Every child, every day. Educational Leadership, 69(6), 10-15.

Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Schmoker, M. J. (2011). Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Stiggins, R. J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.p.: Pearson.

Tier: Tier 1

Activity - Implementation of Reading Wonders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement Reading Wonders during a non-negotiable 90 minutes per day. This will include whole group instruction, independent reading time, and differentiated small group instruction.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - 5D+ of Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier One instruction and assessment. This activity will be supported by frequent observations, timely feedback and collaboration during professional learning.	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

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Activity - K-2 Take Home Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take home books to be read each night.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$2000	Title I Part A	Instructional Staff, Administration, Parents
Activity - Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have unlimited access to high interest, text accessible books.	Materials, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$5000	Title I Part A	Instructional Staff, Administration
Activity - Data Display	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will display data in the classroom to guide instructional decisions, allow for students to take ownership, and track progress on goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
Activity - Grade Level Reading Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will set grade level reading goals for the end of each school year. Teachers, students, administrators, and parents will be made aware of students' reading levels and grade level goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teacher will use formative assessments to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Other	Instructional Staff and Administration
Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
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Activity - Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration

(shared) Strategy 2:

Professional Learning and Collaboration - Teachers will take active roles in creating and leading professional learning. They will work collaboratively in supporting the implementation of this learning and share a collective responsibility for improved student performance (Indicator T: Collective Responsibility). Instructional staff will collaboratively analyze assessment data (both academic and non-academic) to inform instructional practice (Indicator I: Data Analysis and Decision Making).

Category: Learning Support Systems

Research Cited: Hattie, J. (2012). Visible learning for teachers. New York, NY: Routledge.

Fullan, M. G. (1993, March). Why teachers must become change agents. The Professional Teacher, 50(6), 12-17.

Tier: Tier 1

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with each other to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$2000	Title II Part A	Instructional Staff, CLL Facilitator, Administration

Activity - Curriculum Committees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
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Activity - MiBLSi Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be learning about how behavior and reading impacts a student's ability to learn. The MiBLSi model promotes the strategic integration of behavior and reading supports within a multi-tier system of supports (MTSS) framework. One element of MTSS is the continuum of practices provided for students across three tiers. Another component of the training is working with data analysis and having dialogues that are data driven. MiBLSi training programs provide professional development and technical assistance to school personnel.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	All Staff, Building Coach, SLT, Administration

Activity - PLC Work Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and grade level groups will participate in data discussions to inform instruction and intervention support.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Support Staff, and Administration

Activity - Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with training on DIBELS Next and NWEA as needed. Staff will also be trained on DIBELS Data Interpretation.	Technology, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Staff, Administration, DIBELS Mentor

Activity - Support Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Support staff will receive intervention training as needed.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	Title II Part A	Support Staff and Administration
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(shared) Strategy 3:

Student and Family Engagement - Staff members will continue to implement strategies to connect parents, students, and staff. This will make an impact on student motivation towards learning and increase communication between school and home.

Category: Other - Parent Involvement

Research Cited: Cornelius-White, J. Learner-centered teacher student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113-143.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

Activity - 100% Conference Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Parents, and Administration

Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A curriculum night for math and ELA will be offered to all families.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Title I Part A	Instructional Staff and Administration

Activity - Parent Advisory Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Title I Part A	Building Coach, Parents, and Administration
Activity - Truancy Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will intervene with truant students in a timely manner to ensure steps are taken to get them back into regular attendance.	Policy and Process, Parent Involvement, Behavioral Support Program, Academic Support Program, Other	Tier 3	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Administration

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in achievement in English Language Arts by 06/05/2019 as measured by DIBELS Next Composite Score.

(shared) Strategy 1:

Curriculum and Instruction - Teachers will deliver a viable curriculum to all students focusing on elements of effective teaching (clear learning targets, teaching/modeling/demonstrating, guided practice, and checks for understanding/formative assessments).

Category: English/Language Arts

Research Cited: Allington, R. L., & Gabriel, R. E. (2012, March). Every child, every day. Educational Leadership, 69(6), 10-15.

Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Schmoker, M. J. (2011). Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Stiggins, R. J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.p.: Pearson.

Tier: Tier 1

School Improvement Plan

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Activity - Implementation of Reading Wonders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement Reading Wonders during a non-negotiable 90 minutes per day. This will include whole group instruction, independent reading time, and differentiated small group instruction.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - 5D+ of Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier One instruction and assessment. This activity will be supported by frequent observations, timely feedback and collaboration during professional learning.	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - K-2 Take Home Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take home books to be read each night.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$2000	Title I Part A	Instructional Staff, Administration, Parents
Activity - Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have unlimited access to high interest, text accessible books.	Materials, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$5000	Title I Part A	Instructional Staff, Administration
Activity - Data Display	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will display data in the classroom to guide instructional decisions, allow for students to take ownership, and track progress on goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
Activity - Grade Level Reading Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional staff will set grade level reading goals for the end of each school year. Teachers, students, administrators, and parents will be made aware of students' reading levels and grade level goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teacher will use formative assessments to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Other	Instructional Staff and Administration
Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
Activity - Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration

(shared) Strategy 2:

Professional Learning and Collaboration - Teachers will take active roles in creating and leading professional learning. They will work collaboratively in supporting the implementation of this learning and share a collective responsibility for improved student performance (Indicator T: Collective Responsibility). Instructional staff will collaboratively analyze assessment data (both academic and non-academic) to inform instructional practice (Indicator I: Data Analysis and Decision Making).

Category: Learning Support Systems

Research Cited: Hattie, J. (2012). Visible learning for teachers. New York, NY: Routledge.

Fullan, M. G. (1993, March). Why teachers must become change agents. The Professional Teacher, 50(6), 12-17.

Tier: Tier 1

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Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with each other to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$2000	Title II Part A	Instructional Staff, CLL Facilitator, Administration
Activity - Curriculum Committees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
Activity - MiBLSi Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be learning about how behavior and reading impacts a student's ability to learn. The MiBLSi model promotes the strategic integration of behavior and reading supports within a multi-tier system of supports (MTSS) framework. One element of MTSS is the continuum of practices provided for students across three tiers. Another component of the training is working with data analysis and having dialogues that are data driven. MiBLSi training programs provide professional development and technical assistance to school personnel.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	All Staff, Building Coach, SLT, Administration
Activity - PLC Work Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and grade level groups will participate in data discussions to inform instruction and intervention support.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Support Staff, and Administration

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Activity - Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with training on DIBELS Next and NWEA as needed. Staff will also be trained on DIBELS Data Interpretation.	Technology, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Staff, Administration, DIBELS Mentor

Activity - Support Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will receive intervention training as needed.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	Title II Part A	Support Staff and Administration

(shared) Strategy 3:

Student and Family Engagement - Staff members will continue to implement strategies to connect parents, students, and staff. This will make an impact on student motivation towards learning and increase communication between school and home.

Category: Other - Parent Involvement

Research Cited: Cornelius-White, J. Learner-centered teacher student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113-143.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

Activity - 100% Conference Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Parents, and Administration

Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A curriculum night for math and ELA will be offered to all families.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Title I Part A	Instructional Staff and Administration
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Activity - Parent Advisory Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Title I Part A	Building Coach, Parents, and Administration

Activity - Truancy Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will intervene with truant students in a timely manner to ensure steps are taken to get them back into regular attendance.	Policy and Process, Parent Involvement, Behavioral Support Program, Academic Support Program, Other	Tier 3	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Administration

Measurable Objective 3:

60% of All Students will demonstrate a proficiency by meeting their end of the year projected RIT score in English Language Arts by 06/05/2019 as measured by NWEA.

(shared) Strategy 1:

Curriculum and Instruction - Teachers will deliver a viable curriculum to all students focusing on elements of effective teaching (clear learning targets, teaching/modeling/demonstrating, guided practice, and checks for understanding/formative assessments).

Category: English/Language Arts

Research Cited: Allington, R. L., & Gabriel, R. E. (2012, March). Every child, every day. *Educational Leadership*, 69(6), 10-15.

Knight, J. (2011). *Unmistakable impact: A partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Corwin.

Schmoker, M. J. (2011). *Elevating the essentials to radically improve student learning*. Alexandria, VA: ASCD.

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Tier: Tier 1

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Activity - Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have unlimited access to high interest, text accessible books.	Materials, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$5000	Title I Part A	Instructional Staff, Administration
Activity - Data Display	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional staff will display data in the classroom to guide instructional decisions, allow for students to take ownership, and track progress on goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
Activity - Grade Level Reading Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will set grade level reading goals for the end of each school year. Teachers, students, administrators, and parents will be made aware of students' reading levels and grade level goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
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Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teacher will use formative assessments to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Other	Instructional Staff and Administration
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Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
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Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration

(shared) Strategy 2:

Professional Learning and Collaboration - Teachers will take active roles in creating and leading professional learning. They will work collaboratively in supporting the implementation of this learning and share a collective responsibility for improved student performance (Indicator T: Collective Responsibility). Instructional staff will collaboratively analyze assessment data (both academic and non-academic) to inform instructional practice (Indicator I: Data Analysis and Decision Making).

Category: Learning Support Systems

School Improvement Plan

R.B. Boyce Elementary School

Research Cited: Hattie, J. (2012). Visible learning for teachers. New York, NY: Routledge.

Fullan, M. G. (1993, March). Why teachers must become change agents. The Professional Teacher, 50(6), 12-17.

Tier: Tier 1

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with each other to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$2000	Title II Part A	Instructional Staff, CLL Facilitator, Administration
Activity - Curriculum Committees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
Activity - MiBLSi Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be learning about how behavior and reading impacts a student's ability to learn. The MiBLSi model promotes the strategic integration of behavior and reading supports within a multi-tier system of supports (MTSS) framework. One element of MTSS is the continuum of practices provided for students across three tiers. Another component of the training is working with data analysis and having dialogues that are data driven. MiBLSi training programs provide professional development and technical assistance to school personnel.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	All Staff, Building Coach, SLT, Administration

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Activity - PLC Work Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and grade level groups will participate in data discussions to inform instruction and intervention support.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Support Staff, and Administration

Activity - Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with training on DIBELS Next and NWEA as needed. Staff will also be trained on DIBELS Data Interpretation.	Technology, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Staff, Administration, DIBELS Mentor

Activity - Support Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will receive intervention training as needed.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	Title II Part A	Support Staff and Administration

(shared) Strategy 3:

Student and Family Engagement - Staff members will continue to implement strategies to connect parents, students, and staff. This will make an impact on student motivation towards learning and increase communication between school and home.

Category: Other - Parent Involvement

Research Cited: Cornelius-White, J. Learner-centered teacher student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113-143.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

Activity - 100% Conference Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Parents, and Administration
Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A curriculum night for math and ELA will be offered to all families.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Title I Part A	Instructional Staff and Administration
Activity - Parent Advisory Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Title I Part A	Building Coach, Parents, and Administration
Activity - Truancy Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will intervene with truant students in a timely manner to ensure steps are taken to get them back into regular attendance.	Policy and Process, Parent Involvement, Behavioral Support Program, Academic Support Program, Other	Tier 3	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Administration

Measurable Objective 4:

80% of Kindergarten, First and Second grade students will demonstrate a proficiency in achievement of 3 points or higher in English Language Arts by 06/05/2019 as measured by District Writing Prompt Rubric.

(shared) Strategy 1:

Curriculum and Instruction - Teachers will deliver a viable curriculum to all students focusing on elements of effective teaching (clear learning targets, teaching/modeling/demonstrating, guided practice, and checks for understanding/formative assessments).

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Category: English/Language Arts

Research Cited: Allington, R. L., & Gabriel, R. E. (2012, March). Every child, every day. Educational Leadership, 69(6), 10-15.

Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Schmoker, M. J. (2011). Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Stiggins, R. J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.p.: Pearson.

Tier: Tier 1

Activity - Implementation of Reading Wonders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement Reading Wonders during a non-negotiable 90 minutes per day. This will include whole group instruction, independent reading time, and differentiated small group instruction.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - 5D+ of Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier One instruction and assessment. This activity will be supported by frequent observations, timely feedback and collaboration during professional learning.	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - K-2 Take Home Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take home books to be read each night.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$2000	Title I Part A	Instructional Staff, Administration, Parents

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Activity - Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have unlimited access to high interest, text accessible books.	Materials, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$5000	Title I Part A	Instructional Staff, Administration
Activity - Data Display	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will display data in the classroom to guide instructional decisions, allow for students to take ownership, and track progress on goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
Activity - Grade Level Reading Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will set grade level reading goals for the end of each school year. Teachers, students, administrators, and parents will be made aware of students' reading levels and grade level goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teacher will use formative assessments to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Other	Instructional Staff and Administration
Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
Activity - Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration
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(shared) Strategy 2:

Professional Learning and Collaboration - Teachers will take active roles in creating and leading professional learning. They will work collaboratively in supporting the implementation of this learning and share a collective responsibility for improved student performance (Indicator T: Collective Responsibility). Instructional staff will collaboratively analyze assessment data (both academic and non-academic) to inform instructional practice (Indicator I: Data Analysis and Decision Making).

Category: Learning Support Systems

Research Cited: Hattie, J. (2012). Visible learning for teachers. New York, NY: Routledge.

Fullan, M. G. (1993, March). Why teachers must become change agents. The Professional Teacher, 50(6), 12-17.

Tier: Tier 1

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with each other to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$2000	Title II Part A	Instructional Staff, CLL Facilitator, Administration

Activity - Curriculum Committees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff and Administration

Activity - MiBLSi Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will be learning about how behavior and reading impacts a student's ability to learn. The MiBLSi model promotes the strategic integration of behavior and reading supports within a multi-tier system of supports (MTSS) framework. One element of MTSS is the continuum of practices provided for students across three tiers. Another component of the training is working with data analysis and having dialogues that are data driven. MiBLSi training programs provide professional development and technical assistance to school personnel.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	All Staff, Building Coach, SLT, Administration
Activity - PLC Work Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and grade level groups will participate in data discussions to inform instruction and intervention support.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Support Staff, and Administration
Activity - Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with training on DIBELS Next and NWEA as needed. Staff will also be trained on DIBELS Data Interpretation.	Technology, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Staff, Administration, DIBELS Mentor
Activity - Support Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will receive intervention training as needed.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	Title II Part A	Support Staff and Administration

(shared) Strategy 3:

Student and Family Engagement - Staff members will continue to implement strategies to connect parents, students, and staff. This will make an impact on student motivation towards learning and increase communication between school and home.

Category: Other - Parent Involvement

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Research Cited: Cornelius-White, J. Learner-centered teacher student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113-143.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

Activity - 100% Conference Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Parents, and Administration
Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A curriculum night for math and ELA will be offered to all families.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Title I Part A	Instructional Staff and Administration
Activity - Parent Advisory Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Title I Part A	Building Coach, Parents, and Administration
Activity - Truancy Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District will intervene with truant students in a timely manner to ensure steps are taken to get them back into regular attendance.	Policy and Process, Parent Involvement, Behavioral Support Program, Academic Support Program, Other	Tier 3	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Administration
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Measurable Objective 5:

80% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency in achievement in English Language Arts by 06/05/2019 as measured by M-Step.

(shared) Strategy 1:

Timely and Additional Assistance in Behavioral and Academic Areas - Instructional staff will provide timely and additional assistance to students identified as below grade level based on Title I Indicators.

Category: English/Language Arts

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Stiggins, R.J., (2011). Introduction to student-involved assessment for learning (5th ed.). N.p.: Pearson.

Tier: Tier 2

Activity - Instructional Consultation Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will request additional assistance for students who are at-risk, based on local data and Title I Indicators, through Instructional Consultation Teams.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	IC Team, Instructional Staff, and Administration

Activity - Paraprofessional and/or Interventionist Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$50000	Title I Part A	Support Staff, Instructional Staff, and Administration

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Activity - Data Review Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regularly scheduled data review meetings will be held as a building and at each grade level during PLC work time. Behavior Data Review Meetings will be held monthly at the SLT meetings.	Teacher Collaboration	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Building Coach, Instructional Staff, and Administration
Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Intervention (WIN) groups will be formed based on data. Intervention time will be 1/2 hour per day with clearly defined goals and exit criteria. Students determined to be in need of additional assistance will be progress monitored to ensure growth in area(s) of need. All students will be grouped (with students with disabilities receiving additional services at a different time).	Academic Support Program	Tier 2	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Support Staff, and Administration
Activity - Individual Reading Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual reading plans will be developed for any Kindergarten, 1st, 2nd, and 3rd grade student who shows that they are at risk on the fall reading assessment/screening. These plans will be provided within 30 days after the assessment and communicated to parents within 60 days.	Parent Involvement, Academic Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	Title II Part A	Instructional Staff, Administration, ICT Case Managers

Measurable Objective 6:

80% of Third, Fourth and Fifth grade Students with Disabilities students will demonstrate a proficiency in achievement in English Language Arts by 06/05/2019 as measured by M-Step.

(shared) Strategy 1:

Timely and Additional Assistance in Behavioral and Academic Areas - Instructional staff will provide timely and additional assistance to students identified as below grade level based on Title I Indicators.

Category: English/Language Arts

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Stiggins, R.J., (2011). Introduction to student-involved assessment for learning (5th ed.). N.p.: Pearson.

Tier: Tier 2

School Improvement Plan

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Activity - Instructional Consultation Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will request additional assistance for students who are at-risk, based on local data and Title I Indicators, through Instructional Consultation Teams.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	IC Team, Instructional Staff, and Administration
Activity - Paraprofessional and/or Interventionist Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$50000	Title I Part A	Support Staff, Instructional Staff, and Administration
Activity - Data Review Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regularly scheduled data review meetings will be held as a building and at each grade level during PLC work time. Behavior Data Review Meetings will be held monthly at the SLT meetings.	Teacher Collaboration	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Building Coach, Instructional Staff, and Administration
Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Intervention (WIN) groups will be formed based on data. Intervention time will be 1/2 hour per day with clearly defined goals and exit criteria. Students determined to be in need of additional assistance will be progress monitored to ensure growth in area(s) of need. All students will be grouped (with students with disabilities receiving additional services at a different time).	Academic Support Program	Tier 2	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Support Staff, and Administration
Activity - Individual Reading Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Individual reading plans will be developed for any Kindergarten, 1st, 2nd, and 3rd grade student who shows that they are at risk on the fall reading assessment/screening. These plans will be provided within 30 days after the assessment and communicated to parents within 60 days.	Parent Involvement, Academic Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	Title II Part A	Instructional Staff, Administration, ICT Case Managers
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Goal 2: All students will be proficient in Math

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in achievement in Mathematics by 06/05/2019 as measured by M-Step.

(shared) Strategy 1:

Curriculum and Instruction - Teachers will deliver a viable curriculum to all students focusing on elements of effective teaching (clear learning targets, teaching/modeling/demonstrating, guided practice, and checks for understanding/formative assessments).

Category: Mathematics

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Schmoker, M.J. (2011). Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Stiggins, R.J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.p.: Pearson.

Tier: Tier 1

Activity - Implementation of Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will implement Math Expressions for 60 minutes per day. This will include whole group instruction, independent work, and differentiated small group instruction	Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - 5D+ of Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier One instruction and assessment. This activity will be supported by frequent observations, timely feedback and collaboration during professional learning.	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

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Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize one performance tasks per quarter. These are provided in the Math Expression curriculum to familiarize students with real life scenarios in which math skills are essential.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Data Display	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will display data in the classroom to guide instructional decisions, allow for students to take ownership, and track progress on goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teacher will use formative assessments to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Other	Instructional Staff, Administration
Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional staff will utilize the Number Talks strategy with students.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
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(shared) Strategy 2:

Professional Learning and Collaboration - Teachers will take active roles in creating and leading professional learning. They will work collaboratively in supporting the implementation of this learning and share a collective responsibility for improved student performance (Indicator T: Collective Responsibility). Instructional staff will collaboratively analyze assessment data (both academic and non-academic) to inform instructional practice (Indicator I: Data Analysis and Decision Making).

Category: Mathematics

Research Cited: Hattie, J. (2012). Visible learning for teachers. New York, Routledge.

Fullan, M.G. (1993, March). Why teachers must become change agents. The Professional Teacher. 50(6), 12-17.

Tier: Tier 1

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Title II Part A	Instructional Staff, Administration, CLL Facilitators

Activity - Curriculum Committees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - MiBLSi Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will be learning about how behavior impacts a student's ability to learn. The MiBLSi model promotes the strategic integration of behavior and reading supports within a multi-tier system of supports (MTSS) framework. One element of MTSS is the continuum of practices provided for students across three tiers. Another component of the training is working with data analysis and having dialogues that are data driven. MiBLSi training programs provide professional development and technical assistance to school personnel.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration, Building Coach
Activity - PLC Work Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and grade level groups will participate in data discussions to inform instruction and intervention support.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Support Staff, Administration
Activity - Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with training on DIBELS Next and NWEA as needed.	Technology, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Support Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will receive intervention training as needed.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	Title II Part A	ICT Facilitator, Building Coach, Administration
Activity - Number Talks PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize resources from the ISD (Kathy Dole) to receive training on Number Talks.	Professional Learning	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$800	Title II Part A	Administration, ISD Coach

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(shared) Strategy 3:

Student and Family Engagement - Staff members will continue to implement strategies to connect parents, students, and staff. This will make an impact on student motivation towards learning and increase communication between school and home.

Category: Mathematics

Research Cited: Cornelius-White, J. (2007). Learner-centered teacher student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113-143.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

Activity - 100% Conference Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IPS (and Boyce Elementary) will host curriculum nights. Parents will be invited to attend an evening to learn how to support their child. Content will be presented along with questioning techniques and ways to increase problem solving skills.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$1000	Title I Part A	Instructional Staff, Administration

Activity - Parent Advisory Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Title I Part A	Building Coach

Measurable Objective 2:

60% of All Students will demonstrate a proficiency by meeting their end of the year projected RIT score in Mathematics by 06/05/2019 as measured by NWEA.

(shared) Strategy 1:

Curriculum and Instruction - Teachers will deliver a viable curriculum to all students focusing on elements of effective teaching (clear learning targets, teaching/modeling/demonstrating, guided practice, and checks for understanding/formative assessments).

Category: Mathematics

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

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Schmoker, M.J. (2011). Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Stiggins, R.J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.p.: Pearson.

Tier: Tier 1

Activity - Implementation of Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will implement Math Expressions for 60 minutes per day. This will include whole group instruction, independent work, and differentiated small group instruction	Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - 5D+ of Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier One instruction and assessment. This activity will be supported by frequent observations, timely feedback and collaboration during professional learning.	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize one performance tasks per quarter. These are provided in the Math Expression curriculum to familiarize students with real life scenarios in which math skills are essential.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Data Display	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will display data in the classroom to guide instructional decisions, allow for students to take ownership, and track progress on goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teacher will use formative assessments to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Other	Instructional Staff, Administration
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Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize the Number Talks strategy with students.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

(shared) Strategy 2:

Professional Learning and Collaboration - Teachers will take active roles in creating and leading professional learning. They will work collaboratively in supporting the implementation of this learning and share a collective responsibility for improved student performance (Indicator T: Collective Responsibility). Instructional staff will collaboratively analyze assessment data (both academic and non-academic) to inform instructional practice (Indicator I: Data Analysis and Decision Making).

Category: Mathematics

Research Cited: Hattie, J. (2012). Visible learning for teachers. New York, Routledge.

Fullan, M.G. (1993, March). Why teachers must become change agents. The Professional Teacher. 50(6), 12-17.

Tier: Tier 1

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work collaboratively to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Title II Part A	Instructional Staff, Administration, CLL Facilitators
Activity - Curriculum Committees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - MiBLSi Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be learning about how behavior impacts a student's ability to learn. The MiBLSi model promotes the strategic integration of behavior and reading supports within a multi-tier system of supports (MTSS) framework. One element of MTSS is the continuum of practices provided for students across three tiers. Another component of the training is working with data analysis and having dialogues that are data driven. MiBLSi training programs provide professional development and technical assistance to school personnel.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration, Building Coach
Activity - PLC Work Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and grade level groups will participate in data discussions to inform instruction and intervention support.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Support Staff, Administration
Activity - Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will be provided with training on DIBELS Next and NWEA as needed.	Technology , Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
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Activity - Support Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will receive intervention training as needed.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	Title II Part A	ICT Facilitator, Building Coach, Administration

Activity - Number Talks PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize resources from the ISD (Kathy Dole) to receive training on Number Talks.	Professional Learning	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$800	Title II Part A	Administration, ISD Coach

(shared) Strategy 3:

Student and Family Engagement - Staff members will continue to implement strategies to connect parents, students, and staff. This will make an impact on student motivation towards learning and increase communication between school and home.

Category: Mathematics

Research Cited: Cornelius-White, J. (2007). Learner-centered teacher student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113-143.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

Activity - 100% Conference Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

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Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IPS (and Boyce Elementary) will host curriculum nights. Parents will be invited to attend an evening to learn how to support their child. Content will be presented along with questioning techniques and ways to increase problem solving skills.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$1000	Title I Part A	Instructional Staff, Administration
Activity - Parent Advisory Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Title I Part A	Building Coach

Measurable Objective 3:

80% of All Students will demonstrate a proficiency in achievement in Mathematics by 06/05/2019 as measured by Unit Math Tests.

(shared) Strategy 1:

Curriculum and Instruction - Teachers will deliver a viable curriculum to all students focusing on elements of effective teaching (clear learning targets, teaching/modeling/demonstrating, guided practice, and checks for understanding/formative assessments).

Category: Mathematics

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Schmoker, M.J. (2011). Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Stiggins, R.J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.p.: Pearson.

Tier: Tier 1

Activity - Implementation of Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will implement Math Expressions for 60 minutes per day. This will include whole group instruction, independent work, and differentiated small group instruction	Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - 5D+ of Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier One instruction and assessment. This activity will be supported by frequent observations, timely feedback and collaboration during professional learning.	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize one performance tasks per quarter. These are provided in the Math Expression curriculum to familiarize students with real life scenarios in which math skills are essential.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Data Display	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will display data in the classroom to guide instructional decisions, allow for students to take ownership, and track progress on goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teacher will use formative assessments to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Other	Instructional Staff, Administration
Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
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Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize the Number Talks strategy with students.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

(shared) Strategy 2:

Professional Learning and Collaboration - Teachers will take active roles in creating and leading professional learning. They will work collaboratively in supporting the implementation of this learning and share a collective responsibility for improved student performance (Indicator T: Collective Responsibility). Instructional staff will collaboratively analyze assessment data (both academic and non-academic) to inform instructional practice (Indicator I: Data Analysis and Decision Making).

Category: Mathematics

Research Cited: Hattie, J. (2012). Visible learning for teachers. New York, Routledge.

Fullan, M.G. (1993, March). Why teachers must become change agents. The Professional Teacher. 50(6), 12-17.

Tier: Tier 1

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Title II Part A	Instructional Staff, Administration, CLL Facilitators

Activity - Curriculum Committees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

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Activity - MiBLSi Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be learning about how behavior impacts a student's ability to learn. The MiBLSi model promotes the strategic integration of behavior and reading supports within a multi-tier system of supports (MTSS) framework. One element of MTSS is the continuum of practices provided for students across three tiers. Another component of the training is working with data analysis and having dialogues that are data driven. MiBLSi training programs provide professional development and technical assistance to school personnel.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration, Building Coach
Activity - PLC Work Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and grade level groups will participate in data discussions to inform instruction and intervention support.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Support Staff, Administration
Activity - Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with training on DIBELS Next and NWEA as needed.	Technology, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Support Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will receive intervention training as needed.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	Title II Part A	ICT Facilitator, Building Coach, Administration
Activity - Number Talks PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will utilize resources from the ISD (Kathy Dole) to receive training on Number Talks.	Professional Learning	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$800	Title II Part A	Administration, ISD Coach
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(shared) Strategy 3:

Student and Family Engagement - Staff members will continue to implement strategies to connect parents, students, and staff. This will make an impact on student motivation towards learning and increase communication between school and home.

Category: Mathematics

Research Cited: Cornelius-White, J. (2007). Learner-centered teacher student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113-143.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

Activity - 100% Conference Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IPS (and Boyce Elementary) will host curriculum nights. Parents will be invited to attend an evening to learn how to support their child. Content will be presented along with questioning techniques and ways to increase problem solving skills.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$1000	Title I Part A	Instructional Staff, Administration

Activity - Parent Advisory Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Title I Part A	Building Coach

Measurable Objective 4:

80% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency in achievement in Mathematics by 06/05/2019 as measured by M-Step.

(shared) Strategy 1:

Timely and Additional Assistance in Behavioral and Academic Areas - Instructional staff will provide timely and additional assistance to students identified as below

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grade level based on Title I Indicators and those who score below benchmark in NWEA Math and unit math assessments.

Category: Mathematics

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Stiggins, R.J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.P.: Pearson.

Tier: Tier 2

Activity - Instructional Consultation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will request additional assistance for students who are at-risk, based on local data and Title I Indicators, through Instructional Consultation Teams.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration, IC Team
Activity - Paraprofessionals and Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$50000	Title I Part A	Administration
Activity - Data Review Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data review meetings will be held as a building and at each grade level during PLC work time. Behavior Data Review meetings will be held monthly at the SLT meetings.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	SLT, Administration, Building Coach, Instructional Staff
Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K/1, 2/3, and 4/5 response to intervention groups will be formed based on data. Intervention time will be 1/2 hour per day with clearly defined goals and exit criteria. Students determined to be in need of additional assistance will be progress monitored to ensure growth in area(s) of need. Groups will be no larger than five students. All students will be grouped (with students with disabilities receiving additional services at a different time).	Academic Support Program	Tier 2	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Support Staff, Administration

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Measurable Objective 5:

80% of Third, Fourth and Fifth grade Students with Disabilities students will demonstrate a proficiency in achievement in Mathematics by 06/05/2019 as measured by M-Step.

(shared) Strategy 1:

Timely and Additional Assistance in Behavioral and Academic Areas - Instructional staff will provide timely and additional assistance to students identified as below grade level based on Title I Indicators and those who score below benchmark in NWEA Math and unit math assessments.

Category: Mathematics

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Stiggins, R.J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.P.: Pearson.

Tier: Tier 2

Activity - Instructional Consultation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will request additional assistance for students who are at-risk, based on local data and Title I Indicators, through Instructional Consultation Teams.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration, IC Team
Activity - Paraprofessionals and Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$50000	Title I Part A	Administration
Activity - Data Review Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data review meetings will be held as a building and at each grade level during PLC work time. Behavior Data Review meetings will be held monthly at the SLT meetings.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	SLT, Administration, Building Coach, Instructional Staff
Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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K/1, 2/3, and 4/5 response to intervention groups will be formed based on data. Intervention time will be 1/2 hour per day with clearly defined goals and exit criteria. Students determined to be in need of additional assistance will be progress monitored to ensure growth in area(s) of need. Groups will be no larger than five students. All students will be grouped (with students with disabilities receiving additional services at a different time).	Academic Support Program	Tier 2	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Support Staff, Administration
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Goal 3: All students will make positive behavior choices

Measurable Objective 1:

80% of All Students will demonstrate a behavior that is appropriate based on the Positive Behavior Intervention & Support System in Reading by 06/05/2019 as measured by SWIS.

Strategy 1:

Curriculum and Instruction - Teachers will deliver a viable curriculum to all students focusing on elements of effective teaching (clear learning targets, teaching/modeling/demonstrating, guided practice, and checks for understanding/formative assessments).

Category: School Culture

Research Cited: Sprick, R. (2009). CHAMPS: A proactive approach to classroom management. Eugene, OR: Pacific Northwest Publishing.

Tier: Tier 1

Activity - Positive Behavior Intervention and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to develop and implement a proactive and positive approach to school and classroom management which includes teaching expectations through planned and explicit lessons. Staff will teach expectations according to a bilding schedule, based on data, and use lessons written by staff. This proactive approach will be documented and shared with all stakeholders through the handbook, behavior matrix, and communications with parents. A system for Acknowledgements and a Continuum of Consequences will be school-wide.	Policy and Process, Direct Instruction, Parent Involvement, Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	All Staff, Administration

Activity - 5D+ of Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier One instruction and assessment. This activity will be supported by frequent observations, timely feedback and collaboration during professional learning.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teacher will use formative assessments to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Other	Instructional Staff, Administration
Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration
Activity - Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Strategy 2:

Professional Learning and Collaboration - Teachers will take active roles in creating and leading professional learning. They will work collaboratively in supporting the implementation of this learning and share a collective responsibility for improved student performance. Instructional staff will collaboratively analyze assessment data (both academic and non-academic) to inform instructional practice.

Category: School Culture

Research Cited: Hattie, J. (2012). Visible learning for teachers. New York, NY: Routledge.

Fullan, M.G. (1993, March). Why teachers must become change agents. The Professional Teacher, 50(6), 12-17.

Tier: Tier 1

Activity - MiBLSi Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will be learning about how behavior and reading impacts a student's ability to learn. The MiBLSi model promotes the strategic integration of behavior and reading supports within a multi-tier system of supports (MTSS) framework. One element of MTSS is the continuum of practices provided for students across three tiers. Another component of the training is working with data analysis and having dialogues that are data driven. MiBLSi training programs provide professional development and technical assistance to school personnel.	Teacher Collaboration, Professional Learning, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	All Staff, Building Coach, SLT, Administration
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Activity - Fidelity Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Buildings will conduct a Tiered Fidelity Inventory Assessment 2-3 times per year to ensure that the program is being implemented with fidelity.	Academic Support Program, Behavioral Support Program, Other	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	PBIS Assessment Coordinators, SLT, Administration

Strategy 3:

Student and Family Engagement - Staff members will continue to implement strategies to connect parents, students, and staff. This will make an impact on student motivation towards learning.

Category: School Culture

Research Cited: Cornelius-White, J. Learner-centered teacher student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113-143.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

Activity - Parent Advisory Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Title I Part A	Building Coach, Parents, Administration

Strategy 4:

Timely and Additional Academic Assistance in Behavioral and Academic Areas - Instructional Staff will provide timely and additional assistance to students identified as below grade level based on Title I Indicators.

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Category: School Culture

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Stiggins, R.J., (2011). Introduction to student-involved assessment for learning (5th ed.). N.P.: Pearson.

Tier: Tier 1

Activity - Instructional Consultation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will request additional assistance for students who are at-risk, based on local data and Title I Indicators, through Instructional Consultation Teams.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, IC Team, Administration

Goal 4: All students will be proficient in Science

Measurable Objective 1:

80% of Fifth grade students will demonstrate a proficiency in achievement in Science by 06/05/2019 as measured by M-Step.

Strategy 1:

Curriculum and Instruction - Teachers will deliver a viable curriculum to all students focusing on elements of effective teaching (clear learning targets, teaching/modeling/demonstrating, guided practice, and checks for understanding/formative assessments).

Category: Science

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Schmoker, M.J. (2001). Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Stiggins, R.J. (2013). Introduction to student-involved assessment for learning (5th ed.). N.P.: Pearson.

Tier: Tier 1

Activity - Mystery Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Mystery Science Program that was created specifically to address the New Michigan Science Standards (NGSS) which was based on The Framework for K-12 Science Education.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - 5D+ of Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier 1 instruction and assessment. This activity will be supported by frequent observations, timely feedback, and collaboration during professional learning.	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional staff, Administration
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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teachers will use formative assessment to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Other	Instructional staff, Administration

Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are aligned to standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional staff, Administration

Activity - Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional staff, Administration

Strategy 2:

Professional Learning and Collaboration - Teachers will take active roles in creating and leading professional learning. They will work collaboratively in supporting the implementation of this learning and share a collective responsibility for improved student performance. Instructional staff will collaboratively analyze assessment data (both academic and non-academic) to inform instructional practice.

Category: Science

Research Cited: Hattie, J. (2012). Visible learning for teachers. New York, NY: Routledge.

Fullan, M.G. (1993, March). Why teachers must become change agents. The Professional Teacher. 50(6), 12-17.

Tier: Tier 1

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Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Title II Part A	Instructional staff, CLL Facilitator, Administration
Activity - Curriculum Committees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional staff, Administration

Strategy 3:

Student and Family Engagement - Staff members will continue to implement strategies to connect parents, students, and staff. This will make an impact on student motivation towards learning.

Category: Science

Research Cited: Cornelius-White, J. (2007). Learner-centered teacher student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113-143.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

Activity - 100% Conference Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional staff, Administration
Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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IPS (and Boyce Elementary) will host curriculum nights. Parents will be invited to attend an evening to learn how to support their child. Content will be presented along with questioning techniques and ways to increase problem solving skills.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$1000	Title I Part A	Instructional staff, Administration
Activity - Parent Advisory Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Title I Part A	Building Coach, Parents, Administration
Activity - Truancy Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will intervene with truant students in a timely manner to ensure steps are taken to get them back into regular attendance.	Policy and Process, Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Implement	08/22/2018	06/05/2019	\$0	Title I Part A	Administration

Measurable Objective 2:

80% of Fifth grade Economically Disadvantaged students will demonstrate a proficiency in achievement in Science by 06/05/2019 as measured by M-Step.

(shared) Strategy 1:

Timely and Additional Assistance in Behavioral and Academic Areas - Instructional staff will provide timely and additional assistance to students identified as below grade level based on Title I Indicators, local assessments, and teacher observation.

Category: Science

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Stiggins, R.J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.P.: Pearson.

Tier: Tier 2

Activity - Instructional Consultation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will request additional assistance for students who are at-risk, based on local data and Title I indicators, through Instructional Consultation Teams.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	IC Team, Instructional Staff, Administration
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Activity - Paraprofessionals and Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapros and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$50000	Title I Part A	Support staff, Instructional staff, Administration

Measurable Objective 3:

80% of Fifth grade Students with Disabilities students will demonstrate a proficiency in achievement in Science by 06/05/2019 as measured by M-Step.

(shared) Strategy 1:

Timely and Additional Assistance in Behavioral and Academic Areas - Instructional staff will provide timely and additional assistance to students identified as below grade level based on Title I Indicators, local assessments, and teacher observation.

Category: Science

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin.

Stiggins, R.J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.P.: Pearson.

Tier: Tier 2

Activity - Instructional Consultation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will request additional assistance for students who are at-risk, based on local data and Title I indicators, through Instructional Consultation Teams.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	IC Team, Instructional Staff, Administration

Activity - Paraprofessionals and Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Paraprofessionals and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$50000	Title I Part A	Support staff, Instructional staff, Administration
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Goal 5: All students will be proficient in Social Studies

Measurable Objective 1:

80% of Fifth grade students will demonstrate a proficiency in achievement in Social Studies by 06/05/2019 as measured by M-Step.

Strategy 1:

Curriculum and Instruction - Teachers will deliver a viable curriculum to all students focusing on elements of effective teaching (clear learning targets, teaching/modeling/demonstrating, guided practice, and checks for understanding/formative assessments).

Category: Social Studies

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. Thousand Oaks, CA: Corwin

Schmoker, M.J. (2001). Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD

Stiggins, R.J. (2013). Introduction to student-involved assessment for learning (5th ed.). N.P.: Pearson

Tier: Tier 1

Activity - Implement Kids Discover Pilot	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Kids Discover Pilot to teach social studies.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$6000	Title II Part A	Instructional Staff, Administration

Activity - 5D+ of Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier 1 instruction and assessment. This activity will be supported by frequent observations, timely feedback, and collaboration during professional learning.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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R.B. Boyce Elementary School

Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teachers will use formative assessment to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Other	Instructional Staff, Administration
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Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Strategy 2:

Professional Learning and Collaboration - Teachers will take active roles in creating and leading professional learning. They will work collaboratively in supporting the implementation of this learning and share a collective responsibility for improved student performance. Instructional staff will collaboratively analyze assessment data (both academic and non-academic) to inform instructional practice.

Category: Social Studies

Research Cited: Hattie, J. (2012). Visible learning for teachers. New York, NY: Routledge

Fullan, M.G. (1993, March). Why teachers must become change agents. The Professional Teacher. 50(6), 12-17

Tier: Tier 1

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Title II Part A	Instructional Staff, CLL Facilitator, Administration

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Activity - Curriculum Committees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Strategy 3:

Student and Family Engagement - Staff members will continue to implement strategies to connect parents, students, and staff. This will make an impact on student motivation towards learning.

Category: Social Studies

Research Cited: Cornelius-White, J. Learner-centered teacher student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113-143.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge

Tier: Tier 1

Activity - 100% Conference Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IPS (and Boyce Elementary) will host curriculum nights. Parents will be invited to attend an evening to learn how to support their child. Content will be presented along with questions techniques and ways to increase problem solving skills.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$1000	Title I Part A	Instructional Staff, Administration

Activity - Parent Advisory Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Title I Part A	Building Coach, Parents, Administration
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Activity - Truancy Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will intervene with truant students in a timely manner to ensure steps are taken to get them back into regular attendance.	Policy and Process, Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Getting Ready	08/22/2018	06/05/2019	\$0	Title I Part A	Administration

Measurable Objective 2:

80% of Fifth grade Economically Disadvantaged students will demonstrate a proficiency in achievement in Social Studies by 06/05/2019 as measured by M-Step.

(shared) Strategy 1:

Timely and Additional Assistance in Behavioral and Academic Areas - Instructional staff will provide timely and additional assistance to students identified as below grade level based on Title I Indicators, local assessments, and teacher observation.

Category: Social Studies

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instructional. Thousand Oaks, CA: Corwin.

Stiggins, R.J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.P.: Pearson.

Tier: Tier 2

Activity - Instructional Consultation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will request additional assistance for students who are at-risk, based on local data and Title I Indicators, through Instructional Consultation Teams.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	IC Team, Instructional Staff, Administration

Activity - Paraprofessionals and Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parapros and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$75000	Title I Part A	Support Staff, Instructional Staff, Administration
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Measurable Objective 3:

80% of Fifth grade Students with Disabilities students will demonstrate a proficiency in achievement in Social Studies by 06/05/2019 as measured by M-Step.

(shared) Strategy 1:

Timely and Additional Assistance in Behavioral and Academic Areas - Instructional staff will provide timely and additional assistance to students identified as below grade level based on Title I Indicators, local assessments, and teacher observation.

Category: Social Studies

Research Cited: Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instructional. Thousand Oaks, CA: Corwin.

Stiggins, R.J. (2011). Introduction to student-involved assessment for learning (5th ed.). N.P.: Pearson.

Tier: Tier 2

Activity - Instructional Consultation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will request additional assistance for students who are at-risk, based on local data and Title I Indicators, through Instructional Consultation Teams.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	No Funding Required	IC Team, Instructional Staff, Administration

Activity - Paraprofessionals and Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapros and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$75000	Title I Part A	Support Staff, Instructional Staff, Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessionals and Interventionists	Parapros and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$75000	Support Staff, Instructional Staff, Administration
Curriculum Nights	IPS (and Boyce Elementary) will host curriculum nights. Parents will be invited to attend an evening to learn how to support their child. Content will be presented along with questions techniques and ways to increase problem solving skills.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$1000	Instructional Staff, Administration
K-2 Take Home Reading Program	Students will take home books to be read each night.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$2000	Instructional Staff, Administration, Parents
Paraprofessional and/or Interventionist Support	Parapros and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$50000	Support Staff, Instructional Staff, and Administration
Parent Advisory Group	A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Building Coach
Classroom Libraries	All students will have unlimited access to high interest, text accessible books.	Materials, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$5000	Instructional Staff, Administration

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Parent Advisory Group	A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Building Coach, Parents, Administration
Paraprofessionals and Interventionists	Parapros and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$50000	Administration
Truancy Prevention	The district will intervene with truant students in a timely manner to ensure steps are taken to get them back into regular attendance.	Policy and Process, Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Getting Ready	08/22/2018	06/05/2019	\$0	Administration
Parent Advisory Group	A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Building Coach, Parents, Administration
Curriculum Nights	IPS (and Boyce Elementary) will host curriculum nights. Parents will be invited to attend an evening to learn how to support their child. Content will be presented along with questioning techniques and ways to increase problem solving skills.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$1000	Instructional staff, Administration
Curriculum Nights	IPS (and Boyce Elementary) will host curriculum nights. Parents will be invited to attend an evening to learn how to support their child. Content will be presented along with questioning techniques and ways to increase problem solving skills.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$1000	Instructional Staff, Administration
Truancy Prevention	The district will intervene with truant students in a timely manner to ensure steps are taken to get them back into regular attendance.	Policy and Process, Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Implement	08/22/2018	06/05/2019	\$0	Administration

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Parent Advisory Group	A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Building Coach, Parents, and Administration
Curriculum Nights	A curriculum night for math and ELA will be offered to all families.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Instructional Staff and Administration
Parent Advisory Group	A meeting is held once a month for parents - all are welcome. The purpose of the group is to improve communication and impact student outcomes, provide a venue for input and feedback, and problem solve to create the best learning environment possible.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$200	Building Coach, Parents, Administration
Paraprofessionals and Interventionists	Paraprofessionals and interventionists will work under the guidance of the classroom teacher to provide support to students.	Academic Support Program	Tier 2	Evaluate	08/22/2018	06/05/2019	\$50000	Support staff, Instructional staff, Administration

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Learning Labs	Teachers will work collaboratively to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Instructional Staff, CLL Facilitator, Administration
Classroom Learning Labs	Teachers will work collaboratively to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Instructional Staff, Administration, CLL Facilitators
Individual Reading Plans	Individual reading plans will be developed for any Kindergarten, 1st, 2nd, and 3rd grade student who shows that they are at risk on the fall reading assessment/screening. These plans will be provided within 30 days after the assessment and communicated to parents within 60 days.	Parent Involvement, Academic Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	Instructional Staff, Administration, ICT Case Managers

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Support Staff Training	Support staff will receive intervention training as needed.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	Support Staff and Administration
Number Talks PD	Staff will utilize resources from the ISD (Kathy Dole) to receive training on Number Talks.	Professional Learning	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$800	Administration, ISD Coach
Classroom Learning Labs	Teachers will work collaboratively to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$2000	Instructional staff, CLL Facilitator, Administration
Support Staff Training	Support staff will receive intervention training as needed.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/22/2018	06/05/2019	\$500	ICT Facilitator, Building Coach, Administration
Implement Kids Discover Pilot	Teachers will implement the Kids Discover Pilot to teach social studies.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$6000	Instructional Staff, Administration
Classroom Learning Labs	Teachers will work with each other to implement Learning Labs. Teachers will observe each other teach and learn from each other before, during, and after the lesson. This may be district and/or building wide.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$2000	Instructional Staff, CLL Facilitator, Administration

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment	Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teachers will use formative assessment to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Instructional staff, Administration

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Formative Assessment	Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teacher will use formative assessments to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Instructional Staff, Administration
Formative Assessment	Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teacher will use formative assessments to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Instructional Staff, Administration
Formative Assessment	Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teacher will use formative assessments to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Instructional Staff and Administration
Formative Assessment	Instructional staff will use formative assessments that are purposeful, collaborative, and dynamic in nature that provide descriptive feedback and allow for continuous improvement. Teachers will use formative assessment to modify future lessons, make in the moment instructional changes based on student understanding, and give targeted feedback that is aligned to the learning targets.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$1500	Instructional Staff, Administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Intervention and Supports	All staff will continue to develop and implement a proactive and positive approach to school and classroom management which includes teaching expectations through planned and explicit lessons. Staff will teach expectations according to a building schedule, based on data, and use lessons written by staff. This proactive approach will be documented and shared with all stakeholders through the handbook, behavior matrix, and communications with parents. A system for Acknowledgements and a Continuum of Consequences will be school-wide.	Policy and Process, Direct Instruction, Parent Involvement, Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	All Staff, Administration

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Data Review Meetings	Data review meetings will be held as a building and at each grade level during PLC work time. Behavior Data Review meetings will be held monthly at the SLT meetings.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	SLT, Administration, Building Coach, Instructional Staff
Instructional Consultation Teams	Teachers will request additional assistance for students who are at-risk, based on local data and Title I Indicators, through Instructional Consultation Teams.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	Instructional Staff, IC Team, Administration
Grade Level Reading Goals	Instructional staff will set grade level reading goals for the end of each school year. Teachers, students, administrators, and parents will be made aware of students' reading levels and grade level goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff and Administration
Data Display	Instructional staff will display data in the classroom to guide instructional decisions, allow for students to take ownership, and track progress on goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff and Administration
MiBLSi Training	All staff will be learning about how behavior impacts a student's ability to learn. The MiBLSi model promotes the strategic integration of behavior and reading supports within a multi-tier system of supports (MTSS) framework. One element of MTSS is the continuum of practices provided for students across three tiers. Another component of the training is working with data analysis and having dialogues that are data driven. MiBLSi training programs provide professional development and technical assistance to school personnel.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration, Building Coach
Data Display	Instructional staff will display data in the classroom to guide instructional decisions, allow for students to take ownership, and track progress on goals.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Response to Intervention	K/1, 2/3, and 4/5 response to intervention groups will be formed based on data. Intervention time will be 1/2 hour per day with clearly defined goals and exit criteria. Students determined to be in need of additional assistance will be progress monitored to ensure growth in area(s) of need. Groups will be no larger than five students. All students will be grouped (with students with disabilities receiving additional services at a different time).	Academic Support Program	Tier 2	Implement	08/22/2018	06/05/2019	\$0	Instructional Staff, Support Staff, Administration

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5D+ of Teaching and Learning	Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier 1 instruction and assessment. This activity will be supported by frequent observations, timely feedback, and collaboration during professional learning.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Student Engagement Strategies	Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Learning Targets/Success Criteria	Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff and Administration
100% Conference Contact	Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	Instructional Staff, Parents, and Administration
Mystery Science	Teachers will implement Mystery Science Program that was created specifically to address the New Michigan Science Standards (NGSS) which was based on The Framework for K-12 Science Education.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Curriculum Committees	Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	Instructional staff, Administration
PLC Work Time	Building and grade level groups will participate in data discussions to inform instruction and intervention support.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$0	Instructional Staff, Support Staff, and Administration
Implementation of Reading Wonders	Instructional staff will implement Reading Wonders during a non-negotiable 90 minutes per day. This will include whole group instruction, independent reading time, and differentiated small group instruction.	Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration

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Student Engagement Strategies	Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Instructional Consultation Teams	Teachers will request additional assistance for students who are at-risk, based on local data and Title I indicators, through Instructional Consultation Teams.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	IC Team, Instructional Staff, Administration
PLC Work Time	Building and grade level groups will participate in data discussions to inform instruction and intervention support.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/05/2019	\$0	Instructional Staff, Support Staff, Administration
Fidelity Checks	Buildings will conduct a Tiered Fidelity Inventory Assessment 2-3 times per year to ensure that the program is being implemented with fidelity.	Academic Support Program, Behavioral Support Program, Other	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	PBIS Assessment Coordinators, SLT, Administration
Performance Tasks	Instructional staff will utilize one performance tasks per quarter. These are provided in the Math Expression curriculum to familiarize students with real life scenarios in which math skills are essential.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
5D+ of Teaching and Learning	Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier One instruction and assessment. This activity will be supported by frequent observations, timely feedback and collaboration during professional learning.	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
5D+ of Teaching and Learning	Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier One instruction and assessment. This activity will be supported by frequent observations, timely feedback and collaboration during professional learning.	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration

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MiBLSi Training	All staff will be learning about how behavior and reading impacts a student's ability to learn. The MiBLSi model promotes the strategic integration of behavior and reading supports within a multi-tier system of supports (MTSS) framework. One element of MTSS is the continuum of practices provided for students across three tiers. Another component of the training is working with data analysis and having dialogues that are data driven. MiBLSi training programs provide professional development and technical assistance to school personnel.	Teacher Collaboration, Professional Learning, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	All Staff, Building Coach, SLT, Administration
Assessment Training	Staff will be provided with training on DIBELS Next and NWEA as needed. Staff will also be trained on DIBELS Data Interpretation.	Technology, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Staff, Administration, DIBELS Mentor
Data Review Meetings	Regularly scheduled data review meetings will be held as a building and at each grade level during PLC work time. Behavior Data Review Meetings will be held monthly at the SLT meetings.	Teacher Collaboration	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Building Coach, Instructional Staff, and Administration
Instructional Consultation Team	Teachers will request additional assistance for students who are at-risk, based on local data and Title I Indicators, through Instructional Consultation Teams.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	IC Team, Instructional Staff, and Administration
Student Engagement Strategies	Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional staff, Administration
5D+ of Teaching and Learning	Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier 1 instruction and assessment. This activity will be supported by frequent observations, timely feedback, and collaboration during professional learning.	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	Instructional staff, Administration

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5D+ of Teaching and Learning	Instructional staff will utilize the 5 Dimensions of Teaching and Learning Framework in order to enhance Tier One instruction and assessment. This activity will be supported by frequent observations, timely feedback and collaboration during professional learning.	Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Learning Targets/Success Criteria	Learning targets are aligned to standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Instructional Consultation Teams	Teachers will request additional assistance for students who are at-risk, based on local data and Title I Indicators, through Instructional Consultation Teams.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	IC Team, Instructional Staff, Administration
Implementation of Math Expressions	Instructional Staff will implement Math Expressions for 60 minutes per day. This will include whole group instruction, independent work, and differentiated small group instruction	Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Student Engagement Strategies	Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Learning Targets/Success Criteria	Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Learning Targets/Success Criteria	Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Curriculum Committees	Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration

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Assessment Training	Staff will be provided with training on DIBELS Next and NWEA as needed.	Technology, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Student Engagement Strategies	Student Talk: Student talk is predominantly student to student. Talk reflects discipline specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff and Administration
Response to Intervention	Response to Intervention (WIN) groups will be formed based on data. Intervention time will be 1/2 hour per day with clearly defined goals and exit criteria. Students determined to be in need of additional assistance will be progress monitored to ensure growth in area(s) of need. All students will be grouped (with students with disabilities receiving additional services at a different time).	Academic Support Program	Tier 2	Implement	08/22/2018	06/05/2019	\$0	Instructional Staff, Support Staff, and Administration
100% Conference Contact	Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Implement	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Learning Targets/Success Criteria	Learning targets are aligned to the standards, communicated to the students, and referenced throughout instruction. Students can rephrase them and state why they are important, and students can use success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Number Talks	Instructional staff will utilize the Number Talks strategy with students.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
100% Conference Contact	Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
Instructional Consultation Teams	Teachers will request additional assistance for students who are at-risk, based on local data and Title I Indicators, through Instructional Consultation Teams.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration, IC Team

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Truancy Prevention	District will intervene with truant students in a timely manner to ensure steps are taken to get them back into regular attendance.	Policy and Process, Parent Involvement, Behavioral Support Program, Academic Support Program, Other	Tier 3	Getting Ready	08/22/2018	06/05/2019	\$0	Administration
Curriculum Committees	Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	Instructional Staff, Administration
MiBLSi Training	All staff will be learning about how behavior and reading impacts a student's ability to learn. The MiBLSi model promotes the strategic integration of behavior and reading supports within a multi-tier system of supports (MTSS) framework. One element of MTSS is the continuum of practices provided for students across three tiers. Another component of the training is working with data analysis and having dialogues that are data driven. MiBLSi training programs provide professional development and technical assistance to school personnel.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/22/2018	06/05/2019	\$0	All Staff, Building Coach, SLT, Administration
Curriculum Committees	Interested instructional staff will serve on curriculum committees and share back with staff their learning as well as action plans for implementation.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	Instructional Staff and Administration
100% Conference Contact	Teachers will strive to have contact with 100% of parents twice a year during conference time.	Parent Involvement	Tier 1	Monitor	08/22/2018	06/05/2019	\$0	Instructional staff, Administration