



School Improvement Plan

Coloma Junior High School

Coloma Community 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?

We began at the school level by dividing into content area teams. We spent many hours in monthly meetings throughout the school year analyzing and compiling school wide data within Coloma Junior High School looking for trends and gaps. We conducted a parent survey as well as a staff and student survey designed to gather further information. A team of teachers worked together to determine our areas of focus based on our strengths and concerns. From these meetings we determined our trends and gaps in our academic data for student achievement, our enrollment diversity and demographics, our current school programs, processes and perceptions.

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?

Staff identified several things already in place that are successful, but we do have other areas that need our prompt attention. Our student achievement data tells us that our instruction and interventions are effective in ELA, but improvement is needed in mathematics and science. We have adopted a new math series and are continuing to implement this. We spent a significant amount of time focusing on the implementation of the new science standards and instructional strategies as well.

Student achievement data indicate positive trends in reading achievement except for a possible cohort related downward trend among 8th graders. Improvement is needed in mathematics and science.

Despite what appear to be improvements in Science achievement, baseline scores remain below expectations. Materials aligned to the Next Generation Science Standards have been recently adopted and corresponding curricular adjustments have been made in an effort to improve student achievement in Science.

The recent downward trend in achievement for our Economically Disadvantaged students in all core subjects is a concern. We offer an after school study program everyday as well as breakfast in classrooms for all students. Specific student engagement strategies and a schedule that provides dedicated RTI time on a twice a week basis are also fully implemented.

Current perception survey data indicate that we have established a positive and safe school environment where students and parents feel that teachers are very concerned about student learning and safety.

Program/Process:

We had our school improvement team examined the SPR 40 to ensure we are in compliance and identify areas in which we need to improve. The PLC process will continue this year and begin to focus on establishing common assessments.

We saw a dramatic increase in our parent teacher conferences attendance this past year.

Perceptions:

The data compiled from our parent survey is generally positive, however it is critical that we continue to communicate the things that are happening in our building to continue to build upon that perception. We will again conduct a parent survey during parent teacher conferences this year.

Demographic:

SY 2019-2020

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Demographic data shows us that we are meeting the needs of all students and that there are no significant gaps. The realignment of buildings within the district has increased the number of students in our building, but enrollment is declining for the entire district. Our daily attendance is around 93% each day.

Conclusions:

Content Areas:

Mathematics is an area of concern due to apparent cohort issues and limited achievement growth. Although there are some positive signs among 8th graders, science is also of concern due to a low baseline achievement level among all demographic groups.

Subgroup Concerns

Mathematics achievement trends show some low levels of sporadic growth and cohort related issues such as a grade level specific downward achievement trend. Additionally a drop in achievement among 7th grade males in Mathematics and reading is a concern, as well as a low achievement level among black students.

Perception Issues

Our most recent parent survey data reflects largely positive perception data. We will continue work to maintain a positive rapport with parents and students.

Demographic Trends

Declining enrollment is a district-wide concern that is being addressed by new initiatives such as an after school program that is available to all students K-8 and a free breakfast and lunch program for all students K-12.

Professional Development Needs:

In addition to training in the development of clear learning targets for students, formative assessment and student engagement activities that establish a broader purpose, professional development in Professional Learning Communities will be on-going.

The general conclusion from our CNA was that we have implemented many components and are working collaboratively to improve our practices. The data shows that we are being effective with our efforts, but the trend toward declining enrollment needs to be addressed.

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

We need to improve in all content areas for all students. However, mathematics and science are the areas of greatest need according to analysis of standardized assessment results and classroom level common assessments. We are working to use multiple sources to ensure success of all students.

Student achievement data guided the establishment of Mathematics and science as our priority areas. Our student achievement goal in math and science is score increases of at least 5% over the next 3-5 years as measured by common assessments and state mandated testing.

Our long term goals are to have all students demonstrate proficiency in all core academic subjects.

Interventions will be primarily focused on economically disadvantaged students.

The goals include all content areas. Our goals are established to strive for proficiency for all students in all core content areas at every grade level. Improvement is needed in all content areas for all students. However, mathematics and science are the areas of greatest need according to analysis of standardized assessment results and classroom level common assessments.

Our ELA scores have remained consistent and above state average over the past several years. This year saw a slight drop in scores among 8th graders.

Social studies scores are consistent with state averages.

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?

Demographic data shows us that we are meeting the needs of all students and that there are no significant gaps, however, declining enrollment remains a concern. Achievement levels of all students in science and mathematics need to improve.

Interventions will be primarily focused on economically disadvantaged students. On an as needed basis students receive individual and small group instruction that is provided by a certified teacher based on student achievement data on in class assessments. This supplemental instruction is focused on improving students, and teachers, abilities to fully utilize technology in teaching and learning. Additionally, a twice weekly RTI period has been successfully implemented to address the needs of struggling students.

Component 2: Schoolwide Reform Strategies

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

Reading:

Curriculum maps with instructional strategies are linked to common assessments and classroom teachers will analyze common assessment data to adjust instruction. Title I instructional assistance is provided in classes based on teacher analysis of common assessment student achievement data and student progress will be monitored via STAR reading program.

Writing:

In addition to employing clear learning targets establishing broader purpose in all lessons, common instructional vocabulary is used throughout the school (eg. John Collins Writing program in all classes and grade levels).

Math:

Curriculum adjustments as well as new instructional materials aligned to the Common Core have been recently adopted to address student achievement. Title I support is provided within classes and through individual and small group instruction.

Science:

Materials aligned to the Common Core have been recently adopted and corresponding curricular adjustments have been made in an effort to improve student achievement in Science. Instructionally, the development of clear learning targets for students and student engagement activities that establish a broader purpose are being utilized.

Social Studies: Rather than more traditional teaching methods Instructional activities with a high degree of student engagement are utilized. Classroom activities involve students in meaningful way in order to establish a clear broader purpose and ensure student ownership of learning.

Common instructional vocabulary is used throughout the school (eg. John Collins Writing program in all classes and grade levels). Curriculum maps with instructional strategies are linked to common assessments. All common assessment data is compiled in a data warehouse. Title I instructional assistance is provided in classes based on teacher analysis of common assessment student achievement data.

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).

Focus on improving instruction:

Book study on best instructional strategies that included written reflection and discussion by teaching staff:

Best Practices at Tier 1, Gregory, Kaufeldt, Mattos

Additionally the John Collins Writing program is utilized across all grade levels and content areas. Twelve Assignments Every Middle School Student Should Write, Gary Chadwell has been implemented.

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

Curriculum maps (Hayes-Jacobs) have been developed to guide instructional focus toward those content standards that correlate with lower levels of student achievement. Student achievement data, based on common assessments (Marzano), (Stiggins), provide additional focus for refining instructional strategies and improving student engagement.

We are spending the year focusing on appropriate, key vocabulary for each content area. We have also spent the year writing learning targets and aligning curriculum and pacing through PLC's along with common assessments.

Staff is encouraged to put common assessments into a data warehouse application to monitor student results across an entire grade level. Each question on the common assessment must be linked to a standard. Staff can look at proficiency by each standard. This application allows staff to make quick assessments to monitor progress.

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.

Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to learning targets. Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas

Reading:

Assessments aligned with the curriculum and instruction

Assessments designed by matching the appropriate measurement method to the type of learning targets DOK

Small group instruction, Individualized instruction

RTI

After School Tutoring

Accommodations

Technology enhanced instruction: Brain Pop, Accelerator Reader, IXL

Writing:

Assessments aligned with the curriculum and instruction

Writing processes are taught in the ELA classroom

Writing is applied through the John Collins format cross curricularly

RTI

After School Tutoring

Accommodations

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Math:

- Assessments aligned with the curriculum and instruction
- Assessments designed by matching the appropriate measurement method to the type of learning targets DOK
- Small group instruction, Individualized instruction
- After School Tutoring
- Accommodations
- RTI
- Technology enhanced instruction: Brain Pop, IXL

Science:

- Assessments aligned with the curriculum and instruction
- Assessments designed by matching the appropriate measurement method to the type of learning targets DOK
- Hands-on instructional activities
- Small group instruction, Individualized instruction
- After School Tutoring
- RTI
- Accommodations
- Technology enhanced instruction: Brain Pop, Gizmos

Social Studies:

- Assessments aligned with the curriculum and instruction
- Assessments designed by matching the appropriate measurement method to the type of learning targets DOK
- Small group instruction, Individualized instruction
- RTI
- After School Tutoring
- Accommodations
- MC3 curriculum

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

The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students. Common assessments at the classroom level are administered to determine student success. Data from these assessments are analyzed to guide instructional strategies. We will continue to discuss data at upcoming content level meetings.

There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice

Progress Monitor:

- Common Assessments - Aligned to standards
- Star Reading - 3 times per year - growth through grade equivalent and Lexile scores

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IXL - web - based math practice - chart progress every 2 weeks

All assessment scores will be placed into our data warehouse system for comparing scores across classrooms, schools and districts.

Teachers and support staff will work together to identify students who need additional support through intensive instruction. Content and grade level teams will meet and discuss specific students as needed.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

During the 2017-18 school year we welcomed 4 new staff members to the district and 1 to our building. The 2018-19 school year we have had 1 retirement and our staff has otherwise remained consistent. We anticipate some changes during the upcoming 2019-20 school year.

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

Because student enrollment has been in a steady rate of decline, the district has reassigned highly qualified staff to fill vacancies as they occur. Strategies are in place to attract high quality teachers.

Teaching staff years of experience:

0-5 years - 3 teachers

6-10 years - 5 teachers

11-15 years - 4 teachers

15+ years - 7 teachers

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

Offering a safe and civil working environment for all staff members.

Each team embraces new staff and provides informal guidance and support.

Extensive teaming and mentoring with master teachers

Providing a comprehensive orientation that facilitates a successful transition into teaching.

Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program offered through Berrien RESA.

Including teachers in the continuous improvement planning process, and other school initiatives and activities.

Teacher mentoring program

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

Offering a safe and civil working environment for all staff members and a competitive salary and benefits package.

Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program offered through Berrien RESA.

Offering a competitive salary and benefits package.

Including teachers in the continuous improvement planning process, and other school initiatives and activities.

On-line position postings and applications.

Advertisement in local newspapers.

Tuition reimbursement

Comprehensive health package

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?

Other than one retirement this year, there is no turn over rate.

Component 5: High Quality and Ongoing Professional Development

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

PLC's

In-services:
"Capturing Kids' Hearts" by the Flippin Group
Close Reading In Service provided by the Berrien RESA

Increased focus on the Professional Learning Communities process

Instructional technology assistance provided by Title 1 staff

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

Professional development days are scheduled throughout the school year based on the needs of the staff and contractual considerations. The Professional Learning Communities (PLC's) model is beginning it's forth year. Bi-weekly two hour delayed starts are embedded in the school calendar as the key component of our professional development. Teacher teams meet by subject area and grade level to align curriculum and develop common assessments as well analyzing student achievement data. Our Administrative meetings discuss professional opportunities and ways to capitalize on teacher growth through the PLC process.

Staff is also encouraged to attend professional development outside the district, especially in those areas of individual need.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Please note: the PLP is for the entire district.	Professional Learning Plan

Component 6: Strategies to Increase Parental Involvement

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

Parents are asked to be a part of our building improvement meetings and the strategic planning process. They also participate through parent surveys conducted during our fall parent teacher conferences.

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

Input and Feedback from parents is well received and encouraged.

Parents actively participate in the strategic planning process and are encouraged to sit on our committees. We share our plan with our stakeholder parent group, as well as other interested stakeholders.

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

Parents are asked to review the plan we post on our website as well as note the success of our student test scores. Parents respond to perception surveys, talk with teachers and building principal at parent/teacher conferences and throughout the school year. Based on this input changes are made to the plan as needed. Parents will continue to serve on the school improvement team to evaluate the plan as amendments are made.

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	Attached	Parent Involvement Policy

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

To ensure that parents are informed about academic standards and assessments, Coloma Junior High School will provide the following:

- Parent-Teacher conferences in the Fall and Spring
- Parent copy of state curriculum provided at all grade level open house/orientation and will be posted on the Coloma Junior High School website.
- ELPA results for ELL students mailed home to parents.
- State Assessment results mailed home to parents.
- Local assessment information shared with parents at Parent-Teacher conferences.
- Parent Workshops /Curriculum Nights.

Coloma Junior High School offers training and materials to parents through the following events and activities:

- Sixth grade open house/orientation.

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- Seventh and eighth grade open house/orientation.
- Parent Workshops /Curriculum Nights.
- March is Reading Month events.
- Classroom/school/district newsletters and publications.
- Coloma Junior High School website.

Coloma Junior High School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact. The school district will in-service teachers on how to utilize electronic media to inform parents on resources and curriculum. The school will provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.

Coloma Junior High School will work to coordinate programs to ensure success for all:

- Transition to middle school tour for 5th grade students in May.
- Sixth grade orientation and evening parent meeting in June and August
- School-wide open house in August
- Technology for Parents Night
- March is Reading Month

To ensure that all parents are informed in a timely and user-friendly manner, Coloma Junior High School will provide:

- Classroom/school/district newsletters and publications
- School Messenger
- Bilingual interpreter
- Social Media
- School website
- Telephone calls/Email correspondence

Coloma Junior High School will make every effort to support our parents and make sure their needs are met:

- Make every effort to accommodate parent requests to ensure that the individual needs of students and parents are met in order to foster positive parent involvement.

Coloma Junior High School will provide:

- Flexible meeting times
- Handicapped accessible facilities
- Phone conferences (Bilingual interpreter as needed)
- School/District newsletter written in a language parents can understand
- Collaboration with community agencies (i.e. Community Mental Health)
- Transportation assistance
- Bilingual interpreter available during Parent-Teacher conferences
- Translate communications to assist non-English speaking parents as needed

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

Attendance at conferences, parent nights, sign in sheets for parent functions

The parent involvement component is reviewed each year

Parents provide information to staff and administration through surveys and discussions in order to update the parent involvement plan as needed.

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

Building level meetings will be held to share information regarding student success and to find ways of involving parents in their child's learning. All survey results and information from discussions are taken into consideration when decisions are made to improve our school.

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

Staff collaborating with parents worked to create the parent compact. High student performance is a shared responsibility between parents, school staff, and children. Working together, we can maximize every child's learning experience in Coloma Community Schools. Parent-teacher meetings are held and the compact is reviewed and modified on an annual basis. We spend time looking at what is important to ensure student success on the responsibility of the student, the staff, and the administration. This document clarifies what families and schools can do to help children reach high academic standards. A student's academic success improves when homes and schools work together. Whenever necessary, meetings are scheduled at times and places sensitive to work requirements. The compact serves as a tool to engage the school and the home in supporting the academic development and needs of the students.

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

Not Applicable - not an elementary school

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

Parents are walked through the compact and encouraged to sign during enrollment, the school's fall open house and parent teacher conferences.

Buildings talk to each other and share pertinent information of past students. Student compacts can be passed along as well.

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

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

Throughout the school year parents receive a number of academic reports and conference with the teacher over test results. In addition they are provided with access to the Parent Portal so that they are able to see attendance and grades live.

Parents are provided with progress reports, report cards,and M-STEP parent reports. Parents of special education students also receive a copy of the IEP, and IEP Progress Reports.

When necessary on site Spanish speaking staff interpret for Spanish speaking parents.

Component 7: Preschool Transition Strategies

- 1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**
- N/A
-
- 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?**
- N/A

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?

Areas specifically relating to instruction and assessment include teacher participation in decision making as well as the plan to provide timely and additional assistance to students experiencing difficulty mastering the standards. Staff members are actively involved with grade level teams within the building through the PLC process that will develop and align common academic assessments in each core area. Teachers have the freedom to create formative assessments used in their classrooms to inform instruction. Teachers have input as to the scheduling of assessments and how the data from the assessments is collected and used to inform instruction. Staff meetings are held to analyze M-STEP data. Teachers meet on a regular basis and discuss other forms of classroom data in order to inform instruction and make any necessary revisions to curriculum/instruction

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

Areas specifically relating to instruction and assessment include teacher participation in decision making as well as the plan to provide timely and additional assistance to students experiencing difficulty mastering the standards. Staff members are actively involved with grade level teams within the building through the PLC process that will develop and align common academic assessments in each core area. Teachers have the freedom to create formative assessments used in their classrooms to inform instruction. Teachers have input as to the scheduling of assessments and how the data from the assessments is collected and used to inform instruction. Staff meetings are held to analyze M-STEP data. Teachers meet on a regular basis and discuss other forms of classroom data in order to inform instruction and make any necessary revisions to curriculum/instruction

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.

Reading: We utilize STAR Reading Tests(grade equivalency or Lexile score), common Assessments (those scoring under 65%), and M-STEP data (Proficiency level of 1 or 2) to determine individual need for additional academic interventions. We look at classroom data and determine which students are not mastering the content standards. These students are provided additional instruction through RTI.

Math: We utilize M-STEP data (Proficiency level of 1 or 2), STAR Math tests, and classroom common assessments (those scoring under 65%) to determine the individual need for additional intervention. We base our groups on proficiency of the standards. Proficiency level of 1 or 2 receive additional support. We also look for those students performing in the bottom 10% of the class.

Science: We take M-STEP data (Proficiency level of 1 or 2) and look to see which standards need to be mastered at each grade level. We base our groups on proficiency of the standards and reading ability. These students are provided additional instruction through RTI.

Social Studies: We take M-STEP data and look to see which standards need to be mastered at each grade level. Teacher created assessments are used to determine mastery of content standards. We base our groups on proficiency of the standards and reading ability (Proficiency level of 1 or 2 receive additional support). We also look for those students performing in the bottom 10% of the class. These students are provided additional instruction through RTI.

Writing: We take the M-STEP data (proficiency level of 1 or 2) and analyze the data to see what areas/aspects of writing we need to adjust our instruction. Student conferencing is used to encourage growth in areas of weakness in writing. Struggling students are also provided additional assistance through RTI.

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?

Intensive intervention is available to students in our building during regular class time through small group instruction and individualized instruction. There is also an after school study hall available, this time is used to supplement classroom instruction. Differentiated instruction is being utilized and staff is receiving training to implement this in their classroom. Students are provided additional instructional help through RTI.

Data is analyzed on a continual basis in order to make instructional decisions. The list of students receiving help is fluid and based on the assessment results. Teachers also use classroom data to determine if an intervention meeting or if special education testing should be considered. Some examples of data analyzed are writing portfolios, effectiveness of interventions, end of unit tests, common grade level assessments, etc. Monthly staff meetings (content/grade level) provide time for staff members to analyze the data and make instructional decisions.

Reading: Research based interventions are implemented by classroom teachers for those identified students. Title I teachers are used to meet with small groups of identified students who need remediation with specifically determined skills. Additional support comes from the classroom through small group instruction as well as individualized instruction. This is available during school as well as before or after the school day. Students are provided additional instructional help through RTI.

Math: Classroom is differentiated through online tools and manipulatives to improve students' understanding. Inquiry based instruction is a focus for our math curriculum. Title staff are used to meet with small groups of identified students who need remediation with specifically determined skills. Progress is monitored and groups are fluid. Additional support comes from the classroom through small group instruction as well as individualized instruction. This is available during school as well as before or after the school day. Our new math curriculum has supplemental materials for those students who are struggling.

Science: Classroom assessments ensure mastery of content areas. Those not mastering these content standards are provided with additional opportunities in small group settings. Additional support comes from the classroom through small group instruction as well as individualized instruction. Students are provided additional instructional help through RTI.

Social Studies: Differentiated instruction is used to incorporate individual learning styles to address multiple intelligences. Additional support comes from the classroom through small group instruction as well as individualized instruction. There is an emphasis on active learning and the use of technology. Students are provided additional instructional help through RTI.

Writing: A school-wide, cross curricular writing program (John Collins) is taught and used in all classrooms and to ensure consistency of instruction in all classrooms. Students who are struggling with writing are able to receive remedial instruction from a certified ELA teacher regardless of the content area or nature of the writing assignment through our RTI program.

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

Staff has been trained in the practices of differentiated instruction. Instruction is differentiated through small group work, preferential seating, shortened assignments, behavior plans, visual clues, and alternative assessments.

Students are provided additional instructional help through our RTI program in all content areas.

Assessment tools are used to identify students who need additional instruction and intervention.

Teachers are designing instructional tools and strategies to be used consistently in all classrooms to address the needs for all students.

Teachers are utilizing online tools and classroom sets of manipulatives to increase student understanding.

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.

A combination of federal, state, and local funds are used to provide various staff and resources to address the needs of the students. Title IA funds are used to provide support teachers and paraprofessional for identified intensive and strategic reads who are identified through specific assessments and cut scores. Math support comes through identifying students through state assessments as well as common assessments. Support help is available in science and social studies based upon reading needs.

Supplemental materials are provided through Title I money in each of the core subject areas for the support teaching staff to use in the small groups/classroom groups. General funds provide classroom teachers with specific reading materials and assessment tools for instructional and progress monitoring needs.

Title IIA money is used to provide professional development training for all staff on best practices, data disaggregation and assessment design.

Title IC provide staff support services for ELL students and the migrant program.

All general education teachers and support staff work together to provide a cohesive academic program for all students under the leadership of building level and district level administration.

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.

School Wide Component Funding Source Programs

1. Comprehensive Needs Assessment

district/building School Improvement meeting time - general funds

Data management/disaggregation - general funds - Title IIA funds

Building School improvement Training - Title IIA funds

2. School Wide Reform Strategies General Fund

Planning, preparation, and evaluation - general funds

Core support services (Title IA, Title IC)

Migrant Supplemental Support - Title IC

3. High Qualified Staff Instruction Title IIA/Gen Fund

Hiring practices - general funds

Mentoring - general funds

New staff orientation - general funds

Professional development training - title IIA

course Reimbursement - general fund

Competitive Salaries - general fund

School Improvement Plan

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4. H.Q. & Ongoing Prof.Dev. - Title IIA, General Fund

Instructional practices - Title IIA

School Improvement training - Title IIA

Assessment Alignment training - Title IIA, general funds

Course reimbursements - general funds

Intervention Support Systems training Title IIA

Professional Learning communities - Title IIA

5. Attract H.Q.Staff - General fund (New Teacher Mtgs. Mentoring District P.D. Conferences)

Instructional practices - Title IIA

School Improvement training - Title IIA

Assessment Alignment training - Title IIA, general funds

Course reimbursements - general funds

Intervention Support Systems training Title IIA

Professional Learning communities - Title IIA

6. Increase Parental Involvement Title I Night - Title IA

School Improvement team meetings - general fund

title I Parent meetings - Title IA

Development and evaluation of Parent Involvement Action Plans - Title IA

7. Teacher. Decision Making/Assessments Title IIA/Gen Fund (Dept.& Team Mtg,s Data Training)

RESA trainings - Title IIA, general funds

School improvement team meetings - general funds

Progress monitoring - general funds

Universal screening programs - general funds

Data dissemination - Title IIA

8. Diff. Mastering Standards Title I, IIA/31a/ (title I teachers, after school tutoring program)

Special education supplemental support services - IDEA, general funds

Before/after school support programs - Section 31a, general funds

Supplement support staff - Title IA

Parent volunteer programs - general funds

9. Coordination and Integration of Federal, State and Local Programs and Resources is funded through General Fund. The coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and Central Office

Building level and strict level school improvement team meetings - general funds

RESA training - Title IIA, general funds

State level grant meetings - Title IIA general funds

Parent, staff, student survey - general funds

Parent Involvement meetings - title IA, general funds

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.

Junior High coordinates and integrates funds from Title I, IIA, 31a, and general funds to support a variety of programs.

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Title I support - Teachers meet to discuss the needs of students

Anti-bullying initiatives are conducted through our building principal and guidance counselor

Free and reduced meals program for our students

Professional development - we strive hard to continually improve our instructional skills

Counseling - counseling services are available

The district health and PE program provide students with information regarding nutrition and healthy lifestyles, good sportsmanship, self-control and team collaboration. The food service program provides students with healthy food choices through the school lunch program. Information regarding the importance of good nutrition and physical health/exercises is shared through school newsletters and website information.

Each student completes an EDP through the help of the building counselor.

Evaluation:

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

Student achievement data, as well as, parent perception data are analyzed. We meet in instructional teams to go over the data and see how best we can apply this data to ensure success for all students.

The staff uses outcome data along with M-STEP data to assess student progress along with teacher perception of lesson effectiveness and ease of delivery. This is revisited each year as the data becomes available.

We have been diligently working on gathering the right data to make sure our programs are working. We have begun a process to gather baseline and trend data. The staff is gathering their own data at this time to determine the student growth in the individual classrooms.

We will specifically focus on our bottom 30% students, student with disabilities, and our economically disadvantaged subgroups to monitor any changes in their proficiency levels. We will then research successful instructional strategies to see what we need to change to ensure their learning success.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Data is now being loaded into a data warehouse so each teacher can see scores for their students. This data is used to drive instruction. We will also begin having data meetings by content areas to modify instruction based upon the students needs. Our school plan will then be modified to reflect our findings. The overall goal is to ensure the lowest and most at risk students get a high quality and quantity of sustained intensive interventions.

The data results are looked at through the school improvement team, progress monitoring meetings, Parent and Teacher surveys, and classroom common assessments. Data documentation is done with M-STEP, IXL, and district selected or created assessments by grade level. Analysis by gender, Year to year progress by class and individual students can be documented in each area. All data is used to set, implement, and modify school improvement goals and objectives for instruction, assessment, and professional development.

Individual student progress over the years can be determined as well as the grade level class improvements.

Local data warehouse and mischooldata.org sites are used to manipulate the data to discover the discrepancy factors hindering learning success.

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.

Each year the team meets to review goals and objectives and cross references with student data to ensure that the programs and procedures outlined in the plan are effectively driving students toward desired outcomes.

Each teacher is to be inputting common assessment data into our data warehousing system. This data will be correlated with the state assessment data to see if there are any common trends or gaps. Changes in instruction will take place at this time. As soon as state or vendor information becomes available, it is imported into our data warehouse system. Staff is currently being trained on its use and how to correlate the information and create differentiated lessons to increase student proficiency.

The plan is revisited through out the year within our staff meetings, grade level meetings and content level meetings.

The district's data warehouse system will be used to compile student achievement data. Staff will meet in content area teams, on a quarterly basis, to analyze student achievement data to determine the impact of interventions.

We are beginning to use the Program Evaluation tool to make sure our instruction is truly aligned to the content standards and that we are meeting the needs of our students.

Tier 1 should have 80% or more students showing mastery of the expectations. If not, then the core instruction, differentiated instructional strategies and individualized classroom support has to be revisited. Tier 2 should have 20% or less of the students receiving strategic interventions. Evaluations of all intervention programs, strategies and human resources have to be in place to determine the success of the these interventions.

Tier 3 should have 5% or less of the students receiving intensive interventions. Evaluations have to be in place to determine the success of the these critical interventions. We will continue to monitor systems of support for all students to ensure continuous progress.

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?

At least annually, the administration meets with the school improvement team and Title I staff to review student achievement and perception data to identify areas in need of improvement in the Title I program.

Teachers, parents, and students will be provided with timely and meaningful progress related information.

Online grades, parent-teacher conferences, emails, and assessment results along with the school improvement plan will be made available to all parties. An interpreter will be provided to any Non-English speaking stakeholder to help facilitate understanding and involvement in the process.

Currently, to revise the school improvement plan, teachers discuss classroom strategies with colleagues based on the analysis of the data from multiple sources including action research on an on-going, regular basis. District central office staff shares technical expertise with principal that they received from area training. Staff comprehends the usefulness of data and the necessity of drawing accurate data-based conclusions as a part of their instructional and decision-making responsibilities. Grade level and school based collaborative teams have trusting collegial relationships based on the driving need to improve instruction for all students. Therefore, instructional decision-making and changes are not personally or personality based. They are directly related to improving instruction for all children and are data-driven. Data provides the information about what does or does not work and allows staff to work together to tweak their instructional practices. Data drives instructional planning, lesson delivery, interventions, and assessments and provides the foundation for professional development to improve

teaching and student achievement. Interpretations are made after careful discussion with colleagues within and across grade levels.

Monitoring and adjusting of the interpretations is on-going as new data is made available from multiple sources. When contradictions exist, more data is gathered so that snap instructional judgments are avoided. Our data warehouse is being used extensively as an online data and assessment management warehouse that puts a fast, powerful, and easy-to-use decision-support system in the hands of teachers. Using a data warehouse allows users to compare multiple sets of data ("all data over time") so that they may identify needed interventions and address a range of concerns--from struggling readers to at-risk students to special student populations to advanced learners thus working to ensure their continuous improvement in school achievement.

SIP 2019

Overview

Plan Name

SIP 2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improve and Promote Student Achievement	Objectives: 1 Strategies: 4 Activities: 34	Organizational	\$228597
2	Improve and Promote Communication and Community Involvement	Objectives: 2 Strategies: 5 Activities: 21	Organizational	\$1622
3	Promote a Safe and Secure Campus Life/Environment	Objectives: 2 Strategies: 4 Activities: 22	Organizational	\$3710
4	Maintain Facilities and Fiscal Responsibility	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Improve and Promote Student Achievement

Measurable Objective 1:

increase student growth collaborate to Reduce gaps through precise, individualized learning, aligned with targeted outcomes and increase by 15% achievement by 06/30/2022 as measured by as measured by all students being proficient on the M-Step (all subjects)..

Strategy 1:

Formative and Summative Assessments - Staff will collaborate to create common assessments for use to show growth of student learning in the state standards.

Category: Learning Support Systems

Research Cited: Classroom Assessment & Grading that Work, Robert J. Marzano, Classroom Assessment for Student Learning, Richard J. Stiggins

Tier: Tier 1

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to create common assessments.	Professional Learning	Tier 1	Implement	08/22/2011	06/30/2020	\$0	No Funding Required	Curriculum Content Team, Building Administrators

Activity - Dissemination of data derived from common assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will disseminate data derived from common assessments. This will drive changes to instruction	Professional Learning	Tier 1	Implement	08/27/2012	06/30/2020	\$0	No Funding Required	Curriculum Content Teachers, Building Administrators

Activity - Professional Development in the use of a data warehouse for online/paper test	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development in the use of a data warehouse for online/paper testing or other application of choice (CPS, excel, etc.)	Professional Learning	Tier 1	Implement	08/22/2011	06/30/2020	\$0	No Funding Required	Curriculum Content Team, Building Administrator

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Activity - MTTS Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Grade levels/content areas will develop plans (strategies) to deliver appropriate interventions (Tier 2 and 3) to any student that fails to reach proficiency during core instruction (Tier 1)	Academic Support Program	Tier 2	Implement	09/01/2019	06/30/2022	\$0	Section 31a	Teachers and Principals
Activity - Curriculum Review Cycle	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Curriculum Review Cycle (CRC) will be developed and implemented at the district level to ensure staff is provided the appropriate materials, resources, and professional development to remain current and successful.	Curriculum Development	Tier 1	Implement	09/01/2019	06/30/2022	\$0	General Fund	Principals, Teachers, Parent Leadership Teams

Strategy 2:

Communication - District staff will establish partnerships with parents through consistent communication focused on their child's current levels of performance/achievement and recommendations/goals for future growth.

Category: School Culture

Research Cited: : DuFour, R., DuFour, R, Eaker, R., Many, T, & Mattos, M., Learning by Doing: A Handbook for Professional Learning Communities at Work (3rd Edition), Solution Tree Press, 2016.

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parent involvement/orientation events to help parents/students transition to new classrooms/buildings/programs/resources. Kindergarten Round Up, Open Houses, and Freshman Orientation.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Title I Schoolwide	Principals, Teachers, Parents
Activity - District Website	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parents/students access to information through the district website that will enable them to stay up-to-date with homework assignments, grades, attendance, and any other important information	Technology	Tier 1	Monitor	09/01/2019	06/30/2022	\$0	General Fund	Technology Director, Principals
Activity - Direct Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provide parents/students with direct communication when concerns arise, including a drop in student performance, attendance that is causing concern or behaviors that are affecting the educational environment and student achievement. Communication with students shall be face-to-face or via email. Teachers can use the School Messenger system to contact parents.	Community Engagement	Tier 1	Monitor	09/01/2019	06/30/2022	\$0	General Fund	Teachers, Principals
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Strategy 3:

Instructional Strategies - Teachers will use various instructional strategies (research based - differentiated instruction, brain theory, writing program) to improve Tier 1 and Tier 2 instruction and to increase student scores.

Category: Learning Support Systems

Research Cited: Wiliam, D, Embedded Formative Assessment, Solution Tree Press, 2011.

DuFour, R., DuFour, R, Eaker, R., Many, T, & Mattos, M., Learning by Doing: A Handbook for Professional Learning Communities at Work (3rd Edition), Solution Tree Press, 2016.

Buffum, A., Mattos, M., & Malone, J., Taking Actions: A Handbook for RTI at Work, Solution Tree Press, 2018

Tier: Tier 1

Activity - Director of State and Federal Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director of State and Federal Programs to initiate current instructional strategies and disseminate data for teachers (50%)	Teacher Collaboration	Tier 1	Implement	09/01/2019	06/30/2022	\$62218	Title I Schoolwide	Superintendent

Activity - Director of State and Federal Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director of State and Federal Programs to initiate current instructional strategies and disseminate data for teachers (10%)	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$5656	Title II Part A	Superintendent

Activity - Instructional Technology Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional technology coach to train teachers in increasing student learning through 1-1 devices.	Teacher Collaboration	Tier 1	Monitor	09/01/2019	06/30/2022	\$76382	Title I Part A	Principal, Title I Teacher

Activity - Title IC Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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50% EL teacher to provide supplementary services to Migrant Students	Academic Support Program	Tier 1	Implement	09/01/2019	06/30/2022	\$46461	Title I Part C	Principals, Title I Staff
Activity - Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom supplies for migrant program only (ie..paper, printing costs, school supplies, folders, staples, tape, stickers, glue, writing utensils, notepads, binders,flash cards)	Materials	Tier 1	Monitor	09/01/2019	06/30/2022	\$500	Title I Part C	Principals, Migrant Director
Activity - Homeless Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Costs associated with Homeless Students such as birth certificates, immunizations, SAT testing fees, GED for an unaccompanied youth, transportation (after general fund has been used), clothing for the participation in physical education, personal school supplies, and other necessary items to ensure success in school	Other - Student Supports	Tier 1	Monitor	09/01/2019	06/30/2022	\$908	Title I Part A	McKinney-Vento Liaison
Activity - Homeless Transportation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Costs associated with the transportation of Homeless Students	Other - Student Supports	Tier 1	Monitor	09/01/2019	06/30/2022	\$1385	Title IV Part A	McKinney-Vento Liaison, Transportation Director
Activity - Migrant Recruiter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recruiter to reach coordinate the enrollment of migrant students into school. 80 hours at \$14.40 per hour	Other - Student Supports	Tier 1	Monitor	09/01/2019	06/30/2022	\$1689	Title I Part C	Recruiter, Migrant Director
Activity - Migrant Recruiter - Travel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Travel to homes regarding absenteeism or truancy or recruitment at 42 cents per mile for 500 miles for the Migrant Recruiter	Other - Student Supports	Tier 1	Monitor	09/01/2019	06/30/2022	\$210	Title I Part C	Recruiter, Migrant Director
Activity - Migrant Coordinator Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Director will attend training and State meetings to stay current on practices and policies including travel, meals and lodging.	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$633	Title I Part C	Migrant Director
Activity - Migrant Recruiter Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for recruiter and attendance of annual training for the Migrant Recruiter including travel, meals, and lodging.	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$222	Title I Part C	Recruiter, Migrant Director
Activity - Student Engagement Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for 5 teachers to promote and enhance student engagement	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$2040	Title II Part A	Principals, Teachers
Activity - Professional Development Secondary Principals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary principals (2) will attend the MASSP EdCon conference the end of June. This is professional development for training on being an instructional leader	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$2529	Title II Part A	Principals
Activity - Managing Classrooms Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Managing Classrooms for Success Training for 5 staff members.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$2538	Title II Part A	Principals, teachers
Activity - Reproductive Health Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reproductive Health update for a teacher who teaches reproductive health	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$578	Title II Part A	Teacher, Principals
Activity - Differentiated Instruction Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for two teachers to learn about implementing differentiated instruction and personalized learning into classroom instructional practices.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$730	Title II Part A	Principal
Activity - Online Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for counselor for QPR Online Training	Professional Learning	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$495	Title II Part A	Principal

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Activity - School Improvement Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for the Director of State and Federal Programs and an admin team member to attend the School Improvement and Title Support Network training to keep current on current practices and program requirements.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$443	Title II Part A	State and Federal Programs Director
Activity - Standards Based Grading Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Onsite professional development for all district certified staff in the philosophy of standards based grading as well as how to develop an implementation plan to transition to standards based grading from traditional grading practices.	Professional Learning	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$6000	Title II Part A	Superintendent, Principals
Activity - Professional Development - Superintendent	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Superintendent to attend Fall and Winter Superintendent conference each year. This gives him updated educational information to help guide the district to reach higher heights academically. He also attends the Superintendent Academy to collaborate with local and regional superintendents on education changes that affect our district.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$1618	Title II Part A	Superintendent
Activity - Professional Development - Director of State and Federal Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director of State and Federal Programs to attend the testing conference to get updated information regarding state testing, also attends local/regional state and federally funded conferences.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$1117	Title II Part A	State and Federal Programs Director
Activity - Cognitive Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cognitive Coaching training for the administration team that will allow for an increased understanding and craftsmanship with interpersonal communication skills so that one can be more effective, efficient, and resourceful with the work of teaching and leading.	Professional Learning	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$5088	Title II Part A	Superintendent, Principals

Strategy 4:

21st Century Learning Environment - Provide a 21st century learning environment - Integrate technology and critical skills (4 C's) in every classroom by updating existing infrastructure and technologies to provide necessary learning tools for all students/teachers.

Category: Technology

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Research Cited: Wiliam, D, Embedded Formative Assessment, Solution Tree Press, 2011.

Tier: Tier 1

Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology department to attend MACUL and return to use learned knowledge in training the teaching staff.	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$1444	Title IV Part A	Technology Director, Principals

Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide necessary training and support for staff/students to integrate technology into curriculum in meaningful ways as teachers will have the option of attending the MACUL conference and return to use learned knowledge in their classrooms and to share with others.	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$2961	Title II Part A	Teachers, Principals

Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide registration costs and stipends for summer professional development for teachers in the use of Google Apps, Chromebooks, etc to assist in teaching in a 1-to-1 environment.	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$4752	Title II Part A	Principals, Technology Director, Teachers

Activity - 21st Century Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize training/resources to develop 21st century skills (4 C's) of creativity, collaboration, communication, and critical thinking into the curriculum/classroom for the benefit of every student.	Direct Instruction	Tier 1	Implement	09/01/2019	06/30/2022	\$0	General Fund	Teachers, Principals

Goal 2: Improve and Promote Communication and Community Involvement

Measurable Objective 1:

demonstrate a behavior that improves and promotes communication and community involvement by 06/30/2022 as measured by at least 75% of parents/guardians/families having a favorable impression of school communications. by 06/30/2022 as measured by parent surveys.

Strategy 1:

Improve Global Communications - Keeping stakeholders informed of upcoming events, services, opportunities for involvement, and successes/ celebrations in the district.

School Improvement Plan

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Category: School Culture

Research Cited: Muhammad, A, Transforming School Culture: How to Overcome Staff Division (2nd Edition), Solution Tree Press, 2017. DuFour, R., In Praise of American Educators, Solution Tree Press, 2015

DuFour, R., DuFour, R, Eaker, R., Many, T, & Mattos, M., Learning by Doing: A Handbook for Professional Learning Communities at Work (3rd Edition), Solution Tree Press, 2016.

Tier: Tier 1

Activity - Website	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and deploy a new district website that remains updated and contains relevant/useful information for all stakeholders.	Policy and Process	Tier 1	Implement	09/01/2019	06/30/2022	\$0	General Fund	Technology Director, Superintendent

Activity - Newsletters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish routines for distribution of district/building-level newsletters to all stakeholders.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	General Fund	Superintendent, Principals

Activity - Social Media	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize social networking (facebook, twitter, etc...) to keep interested stakeholders up-to-date with the latest district/building communications.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	General Fund	Technology Director, Superintendent

Activity - Advertise	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advertise/brand and report on district successes to community and school-of-choice families through news media (radio, newspapers, TV).	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	General Fund	Superintendent

Activity - Signage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve/update district signage.	Community Engagement	Tier 1		09/01/2019	06/30/2022	\$0	General Fund	Superintendent

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Strategy 2:

Parent Teacher Communications - Improve parent/teacher communications to keep parents informed of their child's current levels of performance/achievement and recommendations/goals for future growth.

Category: School Culture

Research Cited: DuFour, R., In Praise of American Educators, Solution Tree Press, 2015. Muhammad, A, Transforming School Culture: How to Overcome Staff Division (2nd Edition), Solution Tree Press, 2017.

Tier: Tier 1

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize their classroom website and/or newsletters to keep parents informed of upcoming assignments/happenings in their class.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	General Fund	Teachers, Principals
Activity - Student Progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will keep their lesson plans and gradebooks current (at least weekly) to provide parents the latest information on student progress.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	General Fund	Teachers, Principals
Activity - Communicating Concerns	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide parents with direct communication when concerns arise including a drop in student performance, attendance that is causing concern, or behaviors that are affecting the educational environment and student achievement.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	No Funding Required	Teachers, Principals

Measurable Objective 2:

collaborate to improve outreach activities to encourage higher levels of volunteerism and shared responsibility for our students' success by 06/30/2022 by 06/30/2022 as measured by by at least 75% of parents/families/guardians attending at least one Coloma Community Schools event..

Strategy 1:

Outreach Activities - Improve outreach activities to encourage higher levels of volunteerism and shared responsibility for our students' success

Category: School Culture

Research Cited: Muhammad, A, Transforming School Culture: How to Overcome Staff Division (2nd Edition), Solution Tree Press, 2017. DuFour, R., In Praise of American Educators, Solution Tree Press, 2015

Tier: Tier 1

School Improvement Plan

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Activity - Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage higher levels of participation in parent-teacher conferences through communication efforts.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	General Fund	Teachers
Activity - Transition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parent involvement/orientation events to help parents/students transition to new classrooms/buildings/programs/resources.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	No Funding Required	Principals, Teachers
Activity - Volunteers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recruit parents to volunteer in schools in their areas of interest and in an area of need for the district.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	No Funding Required	Teachers
Activity - Background Check	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate process for mandated background checks for parents to volunteer in schools, including that student safety is our top priority.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	General Fund	Principals, Superintendent
Activity - Migrant Parent Involvement Dinner	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent involvement dinner for 40 migrant parents/family members in May at \$6/person	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$240	Title I Part C	Migrant Director
Activity - Migrant Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer packers to be handed out at the May parent involvement meeting. Packets contain items to help enhance learning and to continue over the summer. The packers will contain a reading and math activity book, crayons/colored pencils, writing utensils, and snack.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$281	Title I Part C	Migrant Director
Activity - Parent Involvement Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Evenings and activities designed to involve parents and promote a partnership in education with parents. Events planned are March is Reading Month and 6th Grade Orientation. Includes costs of materials and refreshments.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$1101	Title I Part A	Principals, teachers
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Strategy 2:

Partnerships - Develop partnerships that cultivate active support of our community education efforts.

Category: School Culture

Research Cited: Buffum, A., Mattos, M., & Malone, J., Taking Actions: A Handbook for RTI at Work, Solution Tree Press, 2018.

DuFour, R., DuFour, R, Eaker, R., Many, T, & Mattos, M., Learning by Doing: A Handbook for Professional Learning Communities at Work (3rd Edition), Solution Tree Press, 2016.

Tier: Tier 1

Activity - Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reach out and connect with alumni and former (retired) staff members to increase awareness and provide additional supports for our staff and students.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Superintendent

Activity - Community Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coloma Schools will participate with and support local community groups (i.e. Chamber, Lions, United Way) by attending events, sharing information about our schools, and encouraging/ providing volunteers to local efforts	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	All Staff

Strategy 3:

School Pride - Promote Comet Pride within our schools and community.

Category: School Culture

Research Cited: DuFour, R., In Praise of American Educators, Solution Tree Press, 2015

Tier: Tier 1

Activity - Student Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop district-wide (PK-12) involvement in important school events (i.e. Homecoming, Graduation) to increase participation and promote school spirit.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	All Staff

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Activity - Local Businesses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reach out to local businesses and provide opportunities for them to participate/promote important school events.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Superintendent
Activity - Parent Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform and invite parents to participate in school awards, assemblies, and celebrations to share in their child's excitement and success.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Principals, Teachers
Activity - Community Service	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase student community service opportunities and experiences to provide community support and promote student volunteerism.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Principals, Teachers

Goal 3: Promote a Safe and Secure Campus Life/Environment

Measurable Objective 1:

collaborate to create a campus community where students and families are welcomed, involved, and invested by 06/30/2022 as measured by as measured by increasing the number of community and family members involved with volunteering within the buildings by 15%..

Strategy 1:

Welcoming New Families - Create a consistent, informative experience to welcome interested/new families to the district.

Category: School Culture

Research Cited: Muhammad, A, Transforming School Culture: How to Overcome Staff Division (2nd Edition), Solution Tree Press, 2017.

Tier: Tier 1

Activity - Registration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a uniform registration process for new students/families across the district.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Office Staff, Superintendent
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provide parent involvement/orientation events to help parents/students transition to new classrooms/buildings/programs/resources	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	General Fund	Principals
Activity - Peer Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a peer mentor/buddy program for new students.	Other - Student Supports	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Principals, teachers
Activity - New Families	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide first-year families with follow-up communication throughout their first semester in the district to ensure a smooth transition.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Principals

Strategy 2:

Student Community Involvement - Promote student participation in the school environment beyond the classroom.

Category: School Culture

Research Cited: DuFour, R., In Praise of American Educators, Solution Tree Press, 2015

Buffum, A., Mattos, M., & Malone, J., Taking Actions: A Handbook for RTI at Work, Solution Tree Press, 2018.

Tier: Tier 1

Activity - Extracurriculars	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase opportunities for students to participate in extracurricular clubs/activities and encourage participation.	Extra Curricular	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	General Fund	All Staff
Activity - Promote Extracurriculars	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage attendance and support for students by students at extra-curricular clubs/activities.	Extra Curricular	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	All Staff
Activity - Celebrate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Celebrate participation and success in extracurricular clubs/activities through incorporation of recognition	Extra Curricular	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	All Staff

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Activity - Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arrange student visitations/orientations to new buildings/programs prior to transition.	Other - Student Supports	Tier 1	Implement	09/01/2019	06/30/2022	\$0	No Funding Required	Principals, Teachers
Activity - Staff and Student Interactions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote the interaction of staff and students between buildings through common curricular opportunities and events.	Policy and Process	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Teachers
Activity - 6-12 Student Volunteerism	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for secondary students to volunteer/assist in elementary classrooms or at after-school events.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Teachers, Principals
Activity - Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop district-wide (PK-12) involvement in important school events (i.e. Homecoming, Graduation) to increase participation and promote school spirit.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	No Funding Required	All Staff
Activity - Apparel/Branding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and promote "Comet Pride" products and apparel that are affordable and accessible.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Superintendent

Measurable Objective 2:

demonstrate a behavior to ensure that staff and students are safe by 06/30/2022 as measured by at least 75% of the student body indicating they feel our schools are a safe environment for learning..

Strategy 1:

Ensure the safety of all staff and students - Crisis Prevention Institute training for staff to provide the skills necessary to recognize a potentially volatile situation

Category: School Culture

Research Cited: : Muhammad, A, Transforming School Culture: How to Overcome Staff Division (2nd Edition), Solution Tree Press, 2017.

Tier: Tier 1

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Activity - Professional Development - CPI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crisis Prevention Institute training for additional staff to support in de-escalation training program to help with behavioral issues within the classroom. It is designed to provide the participant with the skills necessary to recognize a potentially volatile situation and to be able to deescalate the situation as to avoid the need for physical restraints and to teach the participants how to move forward with their relationship (growth). Two key individuals will receive this training and become certified to teach remainder of staff	Professional Learning	Tier 2	Implement	09/01/2019	06/30/2022	\$3710	Title II Part A	Principals

Activity - Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop/support policies/procedures that secure facilities and keep students and staff safe	Policy and Process	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Superintendent, Principals

Activity - Safety Drills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review/revise all safety drills/procedures to ensure their success in emergency situations	Policy and Process	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Superintendent, Principals

Activity - Safety Drills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet or exceed all state-mandated emergency drill protocols and procedures	Policy and Process	Tier 1	Implement	09/01/2019	06/30/2022	\$0	No Funding Required	All Staff

Strategy 2:

Citizenship - Develop clear and consistent expectations in all buildings/ grade levels for character, citizenship, and behavior.

Category: School Culture

Research Cited: : Muhammad, A, Transforming School Culture: How to Overcome Staff Division (2nd Edition), Solution Tree Press, 2017.

Tier: Tier 1

Activity - Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clear expectations will be developed, clearly posted, and regularly communicated.	Policy and Process	Tier 1	Implement	09/01/2019	06/30/2022	\$0	No Funding Required	All Staff

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Activity - Recognition Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop recognition programs/awards that promote/reward desired behaviors and actions.	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/30/2022	\$0	General Fund	Principals
Activity - Reduce Suspensions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop programs/procedures to reduce suspensions/expulsions and return students to learning environments in a timely manner.	Policy and Process	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Principals
Activity - Peer Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop/implement a peer mentoring program district-wide	Behavioral Support Program	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	Principals, Teachers
Activity - Security	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide environments that are physically and emotionally safe and allow for secure work and learning climates.	Policy and Process	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	No Funding Required	All Staff
Activity - Support (whole student)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide necessary support to meet student needs for their physical, social, and emotional well-being.	Policy and Process	Tier 1	Implement	09/01/2019	06/30/2022	\$0	No Funding Required	All Staff

Goal 4: Maintain Facilities and Fiscal Responsibility

Measurable Objective 1:

collaborate to maintain facilities and fiscal responsibility by 06/30/2022 as measured by ensuring that a minimum of 10% fund equity is maintained with regards to the District's operating budget.

Strategy 1:

Fund Equity - Ensure that a minimum of 10% fund equity is maintained with regards to the District's operating budget.

Category: School Culture

Research Cited: DuFour, R., In Praise of American Educators, Solution Tree Press, 2015
Tier: Tier 1

Activity - Fiscal Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that a minimum of 10% fund equity is maintained with regards to the District's operating budget.	Policy and Process	Tier 1	Implement	09/01/2019	06/30/2022	\$0	General Fund	Superintendent

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
Homeless Students	Costs associated with Homeless Students such as birth certificates, immunizations, SAT testing fees, GED for an unaccompanied youth, transportation (after general fund has been used), clothing for the participation in physical education, personal school supplies, and other necessary items to ensure success in school	Other - Student Supports	Tier 1	Monitor	09/01/2019	06/30/2022	\$908	McKinney-Vento Liaison
Instructional Technology Coach	Instructional technology coach to train teachers in increasing student learning through 1-1 devices.	Teacher Collaboration	Tier 1	Monitor	09/01/2019	06/30/2022	\$76382	Principal, Title I Teacher
Parent Involvement Nights	Evenings and activities designed to involve parents and promote a partnership in education with parents. Events planned are March is Reading Month and 6th Grade Orientation. Includes costs of materials and refreshments.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$1101	Principals, teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
New Families	Provide first-year families with follow-up communication throughout their first semester in the district to ensure a smooth transition.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Principals
Dissemination of data derived from common assessments	Staff will disseminate data derived from common assessments. This will drive changes to instruction	Professional Learning	Tier 1	Implement	08/27/2012	06/30/2020	\$0	Curriculum Content Teachers, Building Administrators
Safety Drills	Meet or exceed all state-mandated emergency drill protocols and procedures	Policy and Process	Tier 1	Implement	09/01/2019	06/30/2022	\$0	All Staff
Expectations	Clear expectations will be developed, clearly posted, and regularly communicated.	Policy and Process	Tier 1	Implement	09/01/2019	06/30/2022	\$0	All Staff

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Communicating Concerns	Teachers will provide parents with direct communication when concerns arise including a drop in student performance, attendance that is causing concern, or behaviors that are affecting the educational environment and student achievement.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Teachers, Principals
Peer Mentoring	Develop/implement a peer mentoring program district-wide	Behavioral Support Program	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Principals, Teachers
Reduce Suspensions	Develop programs/procedures to reduce suspensions/expulsions and return students to learning environments in a timely manner.	Policy and Process	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Principals
Apparel/Branding	Develop and promote "Comet Pride" products and apparel that are affordable and accessible.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Superintendent
Procedures	Develop/support policies/procedures that secure facilities and keep students and staff safe	Policy and Process	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Superintendent, Principals
Registration	Develop a uniform registration process for new students/families across the district.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Office Staff, Superintendent
Community Groups	Coloma Schools will participate with and support local community groups (i.e. Chamber, Lions, United Way) by attending events, sharing information about our schools, and encouraging/providing volunteers to local efforts	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	All Staff
Transition	Provide parent involvement/orientation events to help parents/students transition to new classrooms/buildings/programs/resources.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Principals, Teachers
Peer Mentoring	Develop and implement a peer mentor/buddy program for new students.	Other - Student Supports	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Principals, teachers
Security	Provide environments that are physically and emotionally safe and allow for secure work and learning climates.	Policy and Process	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	All Staff
Local Businesses	Reach out to local businesses and provide opportunities for them to participate/promote important school events.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Superintendent
Common Assessments	Staff will collaborate to create common assessments.	Professional Learning	Tier 1	Implement	08/22/2011	06/30/2020	\$0	Curriculum Content Team, Building Administrators
Safety Drills	Review/revise all safety drills/procedures to ensure their success in emergency situations	Policy and Process	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Superintendent, Principals

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Professional Development in the use of a data warehouse for online/paper test	Professional Development in the use of a data warehouse for online/paper testing or other application of choice (CPS, excel, etc.)	Professional Learning	Tier 1	Implement	08/22/2011	06/30/2020	\$0	Curriculum Content Team, Building Administrator
Student Involvement	Develop district-wide (PK-12) involvement in important school events (i.e. Homecoming, Graduation) to increase participation and promote school spirit.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	All Staff
Staff and Student Interactions	Promote the interaction of staff and students between buildings through common curricular opportunities and events.	Policy and Process	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Teachers
Parent Participation	Inform and invite parents to participate in school awards, assemblies, and celebrations to share in their child's excitement and success.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Principals, Teachers
Participation	Develop district-wide (PK-12) involvement in important school events (i.e. Homecoming, Graduation) to increase participation and promote school spirit.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	All Staff
Outreach	Reach out and connect with alumni and former (retired) staff members to increase awareness and provide additional supports for our staff and students.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Superintendent
Volunteers	Recruit parents to volunteer in schools in their areas of interest and in an area of need for the district.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Teachers
Transitions	Arrange student visitations/orientations to new buildings/programs prior to transition.	Other - Student Supports	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Principals, Teachers
Celebrate	Celebrate participation and success in extracurricular clubs/activities through incorporation of recognition	Extra Curricular	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	All Staff
Support (whole student)	Provide necessary support to meet student needs for their physical, social, and emotional well-being.	Policy and Process	Tier 1	Implement	09/01/2019	06/30/2022	\$0	All Staff
Promote Extracurriculars	Encourage attendance and support for students by students at extra-curricular clubs/activities.	Extra Curricular	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	All Staff
6-12 Student Volunteerism	Provide opportunities for secondary students to volunteer/assist in elementary classrooms or at after-school events.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Teachers, Principals
Community Service	Increase student community service opportunities and experiences to provide community support and promote student volunteerism.	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Principals, Teachers

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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTTS Support	All Grade levels/content areas will develop plans (strategies) to deliver appropriate interventions (Tier 2 and 3) to any student that fails to reach proficiency during core instruction (Tier 1)	Academic Support Program	Tier 2	Implement	09/01/2019	06/30/2022	\$0	Teachers and Principals

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Migrant Coordinator Training	Director will attend training and State meetings to stay current on practices and policies including travel, meals and lodging.	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$633	Migrant Director
Migrant Recruiter - Travel	Travel to homes regarding absenteeism or truancy or recruitment at 42 cents per mile for 500 miles for the Migrant Recruiter	Other - Student Supports	Tier 1	Monitor	09/01/2019	06/30/2022	\$210	Recruiter, Migrant Director
Supplies	Classroom supplies for migrant program only (ie..paper, printing costs, school supplies, folders, staples, tape, stickers, glue, writing utensils, notepads, binders,flash cards)	Materials	Tier 1	Monitor	09/01/2019	06/30/2022	\$500	Principals, Migrant Director
Title IC Aides	50% EL teacher to provide supplementary services to Migrant Students	Academic Support Program	Tier 1	Implement	09/01/2019	06/30/2022	\$46461	Principals, Title I Staff
Migrant Recruiter Training	Training for recruiter and attendance of annual training for the Migrant Recruiter including travel, meals, and lodging.	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$222	Recruiter, Migrant Director
Migrant Parent Involvement	Summer packers to be handed out at the May parent involvement meeting. Packets contain items to help enhance learning and to continue over the summer. The packers will contain a reading and math activity book, crayons/colored pencils, writing utensils, and snack.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$281	Migrant Director
Migrant Parent Involvement Dinner	Parent involvement dinner for 40 migrant parents/family members in May at \$6/person	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$240	Migrant Director
Migrant Recruiter	Recruiter to reach coordinate the enrollment of migrant students into school. 80 hours at \$14.40 per hour	Other - Student Supports	Tier 1	Monitor	09/01/2019	06/30/2022	\$1689	Recruiter, Migrant Director

Title I Schoolwide

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	Provide parent involvement/orientation events to help parents/students transition to new classrooms/buildings/programs/resources. Kindergarten Round Up, Open Houses, and Freshman Orientation.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Principals, Teachers, Parents
Director of State and Federal Programs	Director of State and Federal Programs to initiate current instructional strategies and disseminate data for teachers (50%)	Teacher Collaboration	Tier 1	Implement	09/01/2019	06/30/2022	\$62218	Superintendent

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Based Grading Training	Onsite professional development for all district certified staff in the philosophy of standards based grading as well as how to develop an implementation plan to transition to standards based grading from traditional grading practices.	Professional Learning	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$6000	Superintendent, Principals
Online Training	Training for counselor for QPR Online Training	Professional Learning	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$495	Principal
Director of State and Federal Programs	Director of State and Federal Programs to initiate current instructional strategies and disseminate data for teachers (10%)	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$5656	Superintendent
Cognitive Coaching	Cognitive Coaching training for the administration team that will allow for an increased understanding and craftsmanship with interpersonal communication skills so that one can be more effective, efficient, and resourceful with the work of teaching and leading.	Professional Learning	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$5088	Superintendent, Principals
School Improvement Training	Training for the Director of State and Federal Programs and an admin team member to attend the School Improvement and Title Support Network training to keep current on current practices and program requirements.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$443	State and Federal Programs Director
Professional Development - Superintendent	Superintendent to attend Fall and Winter Superintendent conference each year. This gives him updated educational information to help guide the district to reach higher heights academically. He also attends the Superintendent Academy to collaborate with local and regional superintendents on education changes that affect our district.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$1618	Superintendent
Managing Classrooms Training	Managing Classrooms for Success Training for 5 staff members.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$2538	Principals, teachers

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Differentiated Instruction Training	Training for two teachers to learn about implementing differentiated instruction and personalized learning into classroom instructional practices.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$730	Principal
Professional Development Secondary Principals	Secondary principals (2) will attend the MASSP EdCon conference the end of June. This is professional development for training on being an instructional leader	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$2529	Principals
Professional Development - CPI Training	Crisis Prevention Institute training for additional staff to support in de-escalation training program to help with behavioral issues within the classroom. It is designed to provide the participant with the skills necessary to recognize a potentially volatile situation and to be able to deescalate the situation as to avoid the need for physical restraints and to teach the participants how to move forward with their relationship (growth). Two key individuals will receive this training and become certified to teach remainder of staff	Professional Learning	Tier 2	Implement	09/01/2019	06/30/2022	\$3710	Principals
Reproductive Health Training	Reproductive Health update for a teacher who teaches reproductive health	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$578	Teacher, Principals
Professional Development - Director of State and Federal Programs	Director of State and Federal Programs to attend the testing conference to get updated information regarding state testing, also attends local/regional state and federally funded conferences.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$1117	State and Federal Programs Director
Technology Training	Provide registration costs and stipends for summer professional development for teachers in the use of Google Apps, Chromebooks, etc to assist in teaching in a 1-to-1 environment.	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$4752	Principals, Technology Director, Teachers
Student Engagement Training	Training for 5 teachers to promote and enhance student engagement	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2022	\$2040	Principals, Teachers
Technology Training	Provide necessary training and support for staff/students to integrate technology into curriculum in meaningful ways as teachers will have the option of attending the MACUL conference and return to use learned knowledge in their classrooms and to share with others.	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$2961	Teachers, Principals

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Homeless Transportation	Costs associated with the transportation of Homeless Students	Other - Student Supports	Tier 1	Monitor	09/01/2019	06/30/2022	\$1385	McKinney-Vento Liaison, Transportation Director

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Technology Training	Technology department to attend MACUL and return to use learned knowledge in training the teaching staff.	Professional Learning	Tier 1	Monitor	09/01/2019	06/30/2022	\$1444	Technology Director, Principals
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Progress	Teachers will keep their lesson plans and gradebooks current (at least weekly) to provide parents the latest information on student progress.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Teachers, Principals
Extracurriculars	Increase opportunities for students to participate in extracurricular clubs/activities and encourage participation.	Extra Curricular	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	All Staff
Curriculum Review Cycle	A Curriculum Review Cycle (CRC) will be developed and implemented at the district level to ensure staff is provided the appropriate materials, resources, and professional development to remain current and successful.	Curriculum Development	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Principals, Teachers, Parent Leadership Teams
Direct Communication	Provide parents/students with direct communication when concerns arise, including a drop in student performance, attendance that is causing concern or behaviors that are affecting the educational environment and student achievement. Communication with students shall be face-to-face or via email. Teachers can use the School Messenger system to contact parents.	Community Engagement	Tier 1	Monitor	09/01/2019	06/30/2022	\$0	Teachers, Principals
Newsletters	Establish routines for distribution of district/building-level newsletters to all stakeholders.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Superintendent, Principals
Signage	Improve/update district signage.	Community Engagement	Tier 1		09/01/2019	06/30/2022	\$0	Superintendent
21st Century Skills	Utilize training/resources to develop 21st century skills (4 C's) of creativity, collaboration, communication, and critical thinking into the curriculum/classroom for the benefit of every student.	Direct Instruction	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Teachers, Principals
Communication	Teachers will utilize their classroom website and/or newsletters to keep parents informed of upcoming assignments/happenings in their class.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Teachers, Principals
Social Media	Utilize social networking (facebook, twitter, etc...) to keep interested stakeholders up-to-date with the latest district/building communications.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Technology Director, Superintendent

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Recognition Program	Develop recognition programs/awards that promote/reward desired behaviors and actions.	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Principals
Background Check	Communicate process for mandated background checks for parents to volunteer in schools, including that student safety is our top priority.	Community Engagement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Principals, Superintendent
Parent Teacher Conferences	Encourage higher levels of participation in parent-teacher conferences through communication efforts.	Parent Involvement	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Teachers
Fiscal Responsibility	Ensure that a minimum of 10% fund equity is maintained with regards to the District's operating budget.	Policy and Process	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Superintendent
Parent Involvement	Provide parent involvement/orientation events to help parents/students transition to new classrooms/buildings/programs/resources	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Principals
Website	Develop and deploy a new district website that remains updated and contains relevant/useful information for all stakeholders.	Policy and Process	Tier 1	Implement	09/01/2019	06/30/2022	\$0	Technology Director, Superintendent
Advertise	Advertise/brand and report on district successes to community and school-of-choice families through news media (radio, newspapers, TV).	Community Engagement	Tier 1	Getting Ready	09/01/2019	06/30/2022	\$0	Superintendent
District Website	Provide parents/students access to information through the district website that will enable them to stay up-to-date with homework assignments, grades, attendance, and any other important information	Technology	Tier 1	Monitor	09/01/2019	06/30/2022	\$0	Technology Director, Principals