# School Improvement Plan

## Young, Coleman A. Elementary

### Detroit Public Schools Community District

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**2017-2018 Coleman A. Young Elementary School Goals and Plan**

# Introduction

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

# Improvement Plan Assurance

## Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans.  1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

# Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 1. | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | Please 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?**

Coleman A. Young Elementary School (CAY) has an enrollment of 462 Pre-k through 5 students. 99% (457) of our student body is African American and the remaining 1% (5) is Caucasian, Hispanic or Asian. 59% (272) of our students are male and 41% (190) are female. 13% (61) of our student population receive special education services. 71% (328) of our students participate in the free and reduce meal programs. This school year, CAY received an influx of new students 23% (75) across grade levels 1-5 due to student transfers from within or outside of the Detroit Public Schools Community District (DPSCD). In December 2016, CAY was one of 79 schools in the state of Michigan released from priority status. We currently have a percentile ranking of 8.

The Comprehensive Needs Assessment was conducted at CAY from September 2016 through May 2017. The needs assessment covers 3 quarterly periods that align with our marking and testing periods. The results of the needs assessment were based on multiple sources of data including:

1. Demographic Data: MIBLISI Data Base/School-wide Information System (SWISS) and Detroit Public Schools Community District Information System
2. Process Data: School System Review and The Program Evaluation Tool
3. Academic Data: 2015-2016 MSTEP, 2016-2017 NWEA MAP, the 2016-2017 District Content Area Assessment in Social Studies and Mi Star Student Information System
4. Perception Data: Parent, Student and Teacher Assist Surveys, Professional Learning Community (PLC) Survey, Observations and Walk Throughs

Data was reviewed by the instructional staff at weekly School Leadership Team; quarterly School Support Team/Wayne RESA and weekly Professional Learning Community meetings. Through shared responsibility, the instructional staff compiled, analyzed and conducted data dialogues to determine the strengths and weaknesses of our instructional program, teacher performance and student achievement. Next steps were implemented by the instructional staff and monitored by the administration, PLC Coordinator and Teacher Leaders.

A review of demographic data identified trends in truancy, attendance including chronic absenteeism, students meeting MIBLSI behavior expectations, the frequency and type of behavior infractions and teacher attendance rates. A review of academic data identified student gaps in the core subject areas of reading, math, social studies and science across all grade levels. Teachers identified learning targets and prescribed individual standards-based learning paths to close achievement gaps. A review of process and perception data supported revisions in our instructional programs and practices. Special consideration was given to programs that responded to the diverse needs of our student population and to teacher effectiveness.

Parents were directly involved in data discussions via the annual Title 1 Meeting. Data was also reviewed at parent workshops, grade level parent meetings; and quarterly Parent-Teacher conferences. An invitation was extended to parents to join the School Leadership Team during the Annual Title 1 meeting at the beginning of our school year. After several data dialogues, our parents, School Improvement Leadership Team and our professional learning community came to agreement regarding our CNA by consensus.

**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?**

SCHOOL DEMOGRAPHIC DATA

Coleman A. Young Elementary School (CAY) has an enrollment of 462 Pre-k through grade 5 students. 99% (457) of our student body is African American and the remaining 1% (5) is multicultural or Caucasian. 59% (272) of our students are male and 41% (190) are female. 13% (61) of our student population receive special education services. 71% (328) of our students participate in the free and reduce meal programs. This school year, CAY received an influx of new students 23% (75) across grade levels 1-5 due to student transfers from within or outside of the Detroit Public Schools Community District (DPSCD).

During the 2016-2017 school year, CAY suspended 59 students. 79% (47) were out of school suspensions and 21% (12) were in school suspensions as evidenced by the School-wide Information System, (SWIS). 47% (28) of the behavior infractions were identified as aggressive or insubordinate behavior. The remaining 53% (31) were documented as excessive classroom disruptions, property damage, theft or arson. The combined total of out of school and in school suspensions indicates a suspension rate of 12%for the current school year.

From September to May, CAY averaged a monthly attendance rate of 82%. Attendance for the first quarter, September to November 2016 averaged 87%. Attendance for the 2nd quarter, December to February averaged 80%. Attendance for the 3rd quarter, March to May averaged 81%, This represents a 6% decrease in our average attendance rate from the first to 3rd quarter of our current school year.

SCHOOL DEMOGRAPHIC DATA 3 YEAR TREND

DEMOGRAPHIC TRENDS

During the last 3 school years, 99% of our student population has been African American. The remaining 1% of our student body was multicultural and Caucasian. Between 2014 and 2017, our student enrollment decreased 6% from 490 students to 462 students. The percent of male students increased from 54% (266) to 59% (272). The percent of female students decrease from 46% (228) to 41% (190). The subgroup, economically disadvantaged has remained constant at 99% from 2014/15 to 2016/17. This school year, 71% of our students qualified for free lunch. The subgroup, Students With Disabilities remained constant at 13% (61). Our attendance rate has averaged between 82% and 83%. Our suspension rate decreased from 19% to 11% from 2014-2015 to 2015-2016 and increased from 11% to 12% from 2015-2016 to 2016-2017.

STUDENT ACHIEVEMENT DATA

GAP STATEMENTS

The Elementary and Secondary Education Act (ESEA) waiver approved for the state of Michigan states that 85% of our students should score at, or above proficiency by 2022. When proficiency rates are above 85%, the Elementary and Secondary Education Act (ESEA) waiver approved for the state of Michigan states that 100% of our students should score at, or above proficiency by 2022. Based on a review of the achievement data the following gaps exist in relation to the aforementioned targets:

Coleman A. Young assessed 126 Full Academic Year (FAY) students in grades 3-5. According to the Annual Education Report (AER), 8% of all students in grades 3-5 scored at or above proficiency in English Language Arts, leaving a 40% gap between the state proficiency of 48% and a 3% gap between the district proficiency of 11%. 9.4% of all students in grades 3-5 scored at or above proficiency in Math, leaving a 31.6% gap between the state proficiency of 41%. CAY students exceeded the district proficiency of 7% by 2.7%. 0% of grade 4 students

were proficient in science, leaving a 14.7% gap between the state and a 1.8 % gap between the district. 0% of grade 5 students were proficient in Social Studies, leaving a 18.9% gap between the state and a 2.8% gap between the district. 98% of our students tested in the spring 2016. This exceeded the state's requirement of 95% by 3%.

READING GAP STATEMENTS FOR ALL STUDENTS

MSTEP 2015-2016
8% of all students in grades 3-5 scored at or above proficiency on the MSTEP Assessment in English Language Arts, leaving a 40% gap between the state proficiency of 48% and a 3% gap between the district proficiency of 11%.

NWEA/MAP WINTER 2017
39.09 % of all students scored at or above proficiency on the District Reading Assessment (NWEA/MAP), leaving a 17,71% gap between all students and the 2018-19 District Proficiency Target of 56.8%

READING GAP STATEMENTS BY GRADE LEVEL

MSTEP FOR GRADES 3-5

11.1% of 3rd grade students scored at or above proficiency on the MSTEP Assessment in English Language Arts, leaving a 34.9% gap between the state proficiency of 46%. Third grade exceeded the district proficiency by 1.2%.
4% of 4th grade students scored at or above proficiency on the MSTEP Assessment in English Language Arts, leaving a 42.3% gap between the state proficiency of 46.3% and a 6.9% gap between the district proficiency of 10.9%.
8.7% of 5th grade students scored at or above proficiency on the MSTEP Assessment in English Language Arts, leaving a 41.9% gap between the state proficiency of 50.6% and a 4.1% gap between the district proficiency of 12.8%.

NWEA/MAP FOR GRADES K-5

74.2% of kindergarten grade students scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a +17.4% gap between kindergarten grade level students and the district 2018-19 proficiency target of 56.8%.
21.47% of 1st grade students scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a 35.33% gap between first grade level students and the district 2018-19 proficiency target of 56.8%.
28.6% of 2nd grade students scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a 28.2% gap between second grade level students and the district 2018-19 proficiency target of 56.8%.
22.7 % of 3rd grade students scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a 34.1% gap between third grade level students and the district 2018-19 proficiency target of 56.8%.
56.25% of 4th grade students scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a 0.55% gap between fourth grade level students and the district 2018-19 proficiency target of 56.8%.
31.3% of 5th grade students scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a 25.5% gap between fifth grade level students and the district 2018-19 proficiency target of 56.8%.

READING GAP STATEMENTS BY SUBGROUP GENDER

NWEA/MAP FOR GRADES K-2

71% of female students in kindergarten scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a +14.2 % gap between female kindergarten students and the district 2018-19 proficiency target of 56.8%.
67% of male students in kindergarten scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a +10.2 % gap between male kindergarten students and the district 2018-19 proficiency target of 56.8%.
16% of female students in 1st grade scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a 40.8 % gap between first grade female students and the district 2018-19 proficiency target of 56.8%.
8% of male students in 1st grade scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a 48,8% gap between first grade male students and the district 2018-19 proficiency target of 56.8%.
9% of female students in 2nd grade scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a 47.8% gap between second grade female students and the district 2018-19 proficiency target of 56.8%.
10% of male students in 2nd grade scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a 46.8 % gap between second grade male students and the district 2018-19 proficiency target of 56.8%.

MSTEP FOR GRADES 3-5

12.5% of female students in 3rd grade scored at or above proficiency on the MSTEP Assessment in English Language Arts, leaving a 37% gap between the state proficiency of 49.5%.  3RD grade female students exceeded the district proficiency by 0.3%.
10.0% of male student in 3rd grade scored at or above proficiency on the MSTEP Assessment in English Language Arts, leaving a 32.6% gap between the state proficiency of 42.6%.  3rd grade male students exceeded the district proficiency by 2.3%.
4.3% of female students in 4th grade scored at or above proficiency on the MSTEP Assessment in English Language Arts, leaving a 46.6% gap between the state proficiency of 50.9% and an 8.7% gap between the district proficiency of 13%.
3.6% of male students in 4th grade scored at or above proficiency on the MSTEP Assessment in English Language Arts, leaving a 38.2% gap between the state proficiency of 41.8% and a 5.1% gap between the district proficiency of 8.7%.
9.1% of female students in 5th grade scored at or above proficiency on the MSTEP Assessment in English Language Arts, leaving a 46.7% gap between the state proficiency of 55.8% and a 6.3% gap between the district proficiency of 15.4%.
8.3% of male students in 5th grade scored at or above proficiency on the MSTEP Assessment in English Language Arts, leaving a 37.2% gap between the state proficiency of 45.5% and a 2.1% gap between the district proficiency of 10.4%.

TOP TO BOTTOM ANALYSIS BY GENDER
MI SCHOOL DATA

32.4% of our male students and 27.3% of our female students scored in the bottom 30% on the MSTEP proficiency assessments in English Language Arts.

LANGUAGE USAGE GAP STATEMENTS FOR ALL STUDENTS

NWEA/MAP WINTER 2017
39.63% of all students scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 17.58% gap between all students and the district 2018-19 proficiency target of 57.2%.

LANGUAGE USAGE GAP STATEMENTS BY GRADE LEVEL

NWEA/MAP FOR GRADES 2-5

25.5% of 2nd grade students scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 31.7% gap between second grade students and the district 2018-19 proficiency target of 57.2%.
12.75 % of 3rd grade students scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 44.45% gap between third grade students and the district 2018-19 proficiency target of 57.2%.
53.55% of 4th grade students scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 3.65% gap between fourth grade students and the district 2018-19 proficiency target of 57.2%.
66.7% of 5th grade students scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a +9.5% gap between fifth grade students and the district 2018-19 proficiency target of 57.2%.

LANGUAGE USAGE GAP STATMENTS BY SUBGROUP GENDER

NWEA/MAP FOR GRADES 2-5

13 % of female students in second grade scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 44.2 % gap between second grade female students and the district 2018-19 proficiency target of 57.2%.
3 % of male students in second grade scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 54.2 % gap between second grade male students and the district 2018-19 proficiency target of 57.2%.
13 % of female students in third grade scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 44.2 % gap between third grade female students and the district 2018-19 proficiency target of 57.2%.
15 % of male students in third grade scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 44.2 % gap between third grade male students and the district 2018-19 proficiency target of 42.2%.
29 % of female students fourth grade scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 28.2 % gap between fourth grade female students and the district 2018-19 proficiency target of 57.2%.
19 % of male students in fourth scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 38.2 % gap between fourth grade male students and the district 2018-19 proficiency target of 57.2%.
23 % of female students in fifth grade scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 34.2 % gap between fifth grade female students and the district 2018-19 proficiency target of 57.2%.
15 % of male students in fifth grade scored at or above proficiency on the district required language usage test (NWEA/MAP), leaving a 42.2 % gap between fifth grade male students and the district 2018-19 proficiency target of 57.2%.

TOP TO BOTTOM ANALYSIS BY GENDER
MI SCHOOL DATA

32.4% of our male students and 27.3% of our female students scored in the bottom 30% on the MSTEP proficiency assessments in English Language Arts.

MATHEMATICS GAP STATEMENTS FOR ALL STUDENTS

MSTEP 2016-2017

9.4% of all students in grades 3-5 scored at or above proficiency on the MSTEP Assessment in Math, leaving a 31.6% gap between the state proficiency of 41%. CAY students exceeded the district proficiency of 7% by 2.7%.

NWEA/MAP WINTER 2017

48.88% of all students scored at or above proficiency on the district required math test (NWEA/MAP), leaving a 7.92% gap between all students and the district 2018-19 proficiency target of 56.8%.

MATHEMATICS GAP STATEMENTS BY GRADE LEVEL

MSTEP FOR GRADES 3-5

5.6% of 3rd grade students scored at or above proficiency on the MSTEP Assessment in Math, leaving a 39.6% gap between the state proficiency of 45.2% and a 4.8% gap between the district proficiency of 10.4%.
20.4% of 4th grade students scored at or above proficiency on the MSTEP Assessment in Math, leaving a 23.6% gap between the state proficiency of 44%. Fourth grade exceeded the district proficiency by 6%.
2.2% of 5th grade students scored at or above proficiency on the MSTEP Assessment in Math, leaving a 31.6% gap between the state proficiency of 33.8% and a 0.3% gap between the district proficiency of 2.5%.

NWEA/MAP FOR GRADES K-5

51.37% of kindergarten grade students scored at or above proficiency on the district required math test (NWEA/MAP), leaving a 5.43% gap between kindergarten grade students and the district 2018-19 proficiency target of 56.8%.
36.3% of 1st grade students scored at or above proficiency on the district required math test (NWEA/MAP), leaving a 20.5% gap between first grade students and the district 2018-19 proficiency target of 56.8%.
48.9% of 2nd grade students scored at or above proficiency on the district required math test (NWEA/MAP), leaving a 7.90% gap between second grade students and the district 2018-19 proficiency target of 56.8%.
35% of 3rd grade students scored at or above proficiency on the district required math test (NWEA/MAP), leaving a 21.8% gap between third grade students and the district 2018-19 proficiency target of 56.8%.
83.75% of 4th grade students scored at or above proficiency on the district required math test (NWEA/MAP), leaving a +26.95% gap between fourth grade students and the district 2018-19 proficiency target of 56.8%.
37.95% of 5th grade students scored at or above proficiency on the district required math test (NWEA/MAP), leaving a 18.85% gap between fifth grade level students and the district 2018-19 proficiency target of 56.8%.

MATHEMATICS GAP STATEMENTS BY SUBGROUP GENDER

NWEA/MAP FOR GRADES K-2

29% of female students in kindergarten scored at or above proficiency on the district required math test (NWEA/MAP), leaving a 27.8 % gap between kindergarten female students and the district 2018-19 proficiency target of 56.8%.
36% of male students in kindergarten scored at or above proficiency on the district required math test (NWEA/MAP), leaving a 26.8% gap between kindergarten male students and the district 2018-19 proficiency target of 56.8%.
19% of female students in 1st grade scored at or above proficiency on the district required math test (NWEA/MAP), leaving a 37.8 % gap between first grade female students and the district 2018-19 proficiency target of 56.8%.
15% of male students in 1st grade scored at or above proficiency on the district required math test (NWEA/MAP), leaving a 41.8% gap between first grade male students and the district 2018-19 proficiency target of 56.8%.
19% of female students in 2nd grade scored at or above proficiency on the district required math test (NWEA/MAP), leaving a 37.8% gap between second grade female students and the district 2018-19 proficiency target of 56.8%.

19% of male students in 2nd grade scored at or above proficiency on the district required reading test (NWEA/MAP), leaving a 37.8 % gap between second grade male students and the district 2018-19 proficiency target of 56.8%.

MSTEP FOR GRADES 3-5

4.2% of female students in 3rd grade scored at or above proficiency on the MSTEP Assessment in Math, leaving a 39.5% gap between the state proficiency of 43.7% and a 5.8% gap between the district proficiency of10%.
6.7% of male student in 3rd grade scored at or above proficiency on the MSTEP Assessment in Math, leaving a 39 % gap between the state proficiency of 46.6% and a 4.1% gap between the district proficiency of 10.8%.
26.1% of female students in 4th grade scored at or above proficiency on the MSTEP Assessment in Math, leaving a 16% gap between the state proficiency of 42.1%.  4th grade females exceeded the district proficiency by 18%.
15.4% of male students in 4th grade scored at or above proficiency on the MSTEP Assessment in Math, leaving a 38.2% gap between the state proficiency of 45.8%.  4th grade males exceeded the district proficiency by 8.8%.
0% of female students in 5th grade scored at or above proficiency on the MSTEP Assessment in Math, leaving a 31.7% gap between the state proficiency of 31.7% and a 2.2% gap between the district proficiency of 2.2%.
4.2% of male students in 5th grade scored at or above proficiency on the MSTEP Assessment in Math, leaving a 31.6% gap between the state proficiency of 35.8% %.  5th grade males exceeded the district proficiency by 1.7%.

TOP TO BOTTOM ANALYSIS BY GENDER
MI SCHOOL DATA

24.3% of our male students and 36.8% of our female students scored in the bottom 30% on the MSTEP proficiency assessments in mathematics.

SCIENCE GAP STATEMENTS FOR ALL STUDENTS

MSTEP 2015-2016
0% of all students in 4th grade scored at or above proficiency on the MSTEP Assessment in Science, leaving a 14.7% gap between the state and a 1.8 % gap between the district.

NWEA/MAP WINTER 2017

34.67% of all students scored at or above proficiency on the district required science test (NWEA/MAP), leaving a 25.33% gap between all students and the district 2018-19 proficiency target of 60.0%.

SCIENCE GAP STATEMENTS BY GRADE LEVEL

MI STAR GRADE BOOK 3rd QUARTER FOR GRADES K-2

78% of kindergarten students scored at or above proficiency when using the District Required GRADEBOOK (MISTAR) for Science, leaving a +18% gap between kindergarten students and the 2018-2019 District Proficiency Target of 60%.
19% of 1st grade students scored at or above proficiency when using the District Required GRADE BOOK (MISTAR) for Science, leaving a 41% gap between 1st grade students and the 2018-2019 District Proficiency Target of 60%.
33% of 2nd students scored at or above proficiency when using the District Required GRADE BOOK (MISTAR) for Science, leaving a 27%

gap between 2nd grade students and the 2018-2019 District Proficiency Target of 60%.

NWEA/MAP FOR GRADES 3-5

19.8% of 3rd grade students scored at or above proficiency on the district required science test (NWEA/MAP), leaving a 40.2% gap between third grade level students and the district 2018-19 proficiency target of 60.0%.
49.1% of 4th grade students scored at or above proficiency on the district required science test (NWEA/MAP), leaving a 10.9% gap between fourth grade level students and the district 2018-19 proficiency target of 60.0%.
35.1% of 5th grade students scored at or above proficiency on the district required science test (NWEA/MAP), leaving a 24.9% gap between fifth grade level students and the district 2018-19 proficiency target of 60.0%.

SCIENCE GAP STATEMENTS BY SUBGROUP GENDER

NWEA/MAP FOR GRADES 3-5

21% of female students in 3rd grade scored at or above proficiency on the district required science test (NWEA/MAP), leaving a 39% gap between 3rd grade female students and the district 2018-19 proficiency target of 60.0%.
15% of male students in 3rd grade scored at or above proficiency on the district required science test (NWEA/MAP), leaving a 45% gap between 3rd grade male students and the district 2018-19 proficiency target of 60.0%.
25% of female students in 4th grade scored at or above proficiency on the district required science test (NWEA/MAP), leaving a 35% gap between 4th grade female students and the district 2018-19 proficiency target of 60.0%.
22% of male students in 4th grade scored at or above proficiency on the district required science test (NWEA/MAP), leaving a 38% gap between 4th grade male students and the district 2018-19 proficiency target of 60.0%.
22% of female students in 5th grade scored at or above proficiency on the district required science test (NWEA/MAP), leaving a 38% gap between 5th grade female students and the district 2018-19 proficiency target of 60.0%.
38% of male students in 5th grade scored at or above proficiency on the district required science test (NWEA/MAP), leaving a 22% gap between 5th grade male students and the district 2018-19 proficiency target of 60.0%.

MSTEP FOR 4th GRADE

0% of female students in 4th grade scored at or above proficiency on the MSTEP Assessment in Science, leaving a 13% gap between the state proficiency of 13% and a 1.8% gap between the district proficiency of 1.8%.
0% of male student in 4th grade scored at or above proficiency on the MSTEP Assessment in Science, leaving a 16.4% gap between the state proficiency of 16.4% and a 1.8% gap between the district proficiency of 1.8%.

TOP TO BOTTOM ANALYSIS BY GENDER
MI SCHOOL DATA

34.6% of our male students and 26.3% of our female students scored in the bottom 30% on the MSTEP proficiency assessments in science.

SOCIAL STUDIES GAP STATEMENTS FOR ALL STUDENTS

MSTEP 2015-2016

0% of 5th grade students scored at or above proficiency on the MSTEP Assessment in Social Studies, leaving a 18.9% gap between the state and a 2.8% gap between the district.

SOCIAL STUDIES CONTENT AREA POST TEST  1ST SEMESTER 2016

64.8% of all students scored at or above proficiency on the District Required Social Studies Post-Assessment, leaving a +4.6% gap between our school and the 2018-2019 District Proficiency Target of 60.2 %.

SOCIAL STUDIES GAP STATEMENTS BY GRADE LEVEL
FOR GRADES K-5

77% of our kindergarten students scored at or above proficiency on the District required Social Studies post-assessment, leaving a +16.8% gap between kindergarten students and the 2018-2019 District Proficiency Target of 60.2%.
52% of our 1st grade students scored at or above proficiency on the District required Social Studies post-assessment, leaving an 8.2% gap between 1st grade students and the 2018-2019 District Proficiency Target of 60.2%.
68% of our 2nd grade students scored at or above proficiency on the District required Social Studies post-assessment, leaving a +7.8% gap between 2nd grade students and the 2018-2019 District Proficiency Target of 60.2%.
26% of our 3rd grade students scored at or above proficiency on the District required Social Studies post-assessment, leaving a 34.2% gap between 3rd grade students and the 2018-2019 District Proficiency Target of 60.2%.
61% of our 4th grade students scored at or above proficiency on the District required Social Studies post-assessment, leaving a +0.8% gap between 4th grade students and the 2018-2019 District Proficiency Target of 60.2%.
40% of our 5th grade students scored at or above proficiency on the District required Social Studies post-assessment, leaving a 20.2 % gap between 5th grade students and the 2018-2019 District Proficiency Target of 60.2%.

SOCIAL STUDIES GAP STATEMENTS BY SUBGROUP GENDER

SOCIAL STUDIES CONTENT AREA ASSESSMENT

37.5% of female students in kindergarten scored at or above proficiency on the district required Social Studies post-assessment, leaving a 22.7% gap between female kindergarten students and the 2018-2019 District Proficiency Target of 60.2%.
40.6% of male students in kindergarten scored at or above proficiency on the district required Social Studies post-assessment, leaving a 19.6% gap between male kindergarten students and the 2018-2019 District Proficiency Target of 60.2%.
30% of female students in 1ST grade scored at or above proficiency on the district required Social Studies post-assessment, leaving a 30.2% gap between 1ST grade female students and the 2018-2019 District Proficiency Target of 60.2%.
28% of male students in 1ST grade scored at or above proficiency on the district required Social Studies post-assessment, leaving a 32.2% gap between 1ST grade male students and the 2018-2019 District Proficiency Target of 60.2%.
33.3% of female students in 2ND grade scored at or above proficiency on the district required Social Studies post-assessment, leaving a 26.9% gap between 2ND grade female students and the 2018-2019 District Proficiency Target of 60.2%.
35.2 % of male students in 2ND grade scored at or above proficiency on the district required Social Studies post-assessment, leaving a 25% gap between 2ND grade male students and the 2018-2019 District Proficiency Target of 60.2%.
13% of female students in 3RD grade scored at or above proficiency on the district required Social Studies post-assessment, leaving a 47.2% gap between 3RD grade female students and the 2018-2019 District Proficiency Target of 60.2%.
8% of male students in 3RD grade scored at or above proficiency on the district required Social Studies post-assessment, leaving a 52.2%

gap between 3RD grade male students and the 2018-2019 District Proficiency Target of 60.2%.
22.7% of female students in 4th grade scored at or above proficiency on the district required Social Studies post-assessment, leaving a 37.5% gap between 4th grade female students and the 2018-2019 District Proficiency Target of 60.2%.
38% of male students in 4th grade scored at or above proficiency on the district required Social Studies post-assessment, leaving a 22.2% gap between 4th grade male students and the 2018-2019 District Proficiency Target of 60.2%.
13.5% of female students in 5th grade scored at or above proficiency on the district required Social Studies post-assessment, leaving a 46.7% gap between 5th grade female students and the 2018-2019 District Proficiency Target of 60.2%.
27% of male students in 5th grade scored at or above proficiency on the district required Social Studies post-assessment, leaving a 33.2% gap between 5th grade male students and the 2018-2019 District Proficiency Target of 60.2%.

MSTEP FOR GRADE 5

0% of female students in 5th grade scored at or above proficiency on the MSTEP Assessment in Social Studies, leaving a 16.7% gap between the state proficiency of 16.7% and a 2.8% gap between the district proficiency of 2.8%.
0% of male student in 5th grade scored at or above proficiency on the MSTEP Assessment in Social Studies, leaving a 21% gap between the state proficiency of 21% and a 2.8% gap between the district proficiency of 2.8%.

TOP TO BOTTOM ANALYSIS BY GENDER
MI SCHOOL DATA

27.3% of our male students and 35.3% of our female students scored in the bottom 30% on the MSTEP proficiency assessments in social studies.

STUDENT ACHIEVEMENT DATA TREND ANALYSIS BASED ON 2 YEARS of MSTEP SCORES

A review over two years of academic data from the Annual Education Report (AER) indicated the following:

English Language Arts

| Grade 3 | % Proficient | % Partially Proficient | % Not Proficient |
|---|---|---|---|
| 2014/2015 | 1.7 | 15.3 | 83.1 |
| 2015/2016 | 11. 0 | 16.7 | 72.2 |
| Difference | 9.3 increase | 1.4 increase | 10.9 decrease |

Grade 4

| | | | |
|---|---|---|---|
| 2014/2015 | 6.9 | 3.4 | 89.7 |
| 2015/2016 | 3.9 | 15.7 | 80.4 |

| | | | |
|---|---|---|---|
| Difference | 3.0 decrease | 12.3 increase | 9.3 decrease |
| Grade 5 | | | |
| 2014/2015 | 3.2 | 12.7 | 84.1 |
| 2015/2016 | 8.7 | 26.1 | 65.2 |
| Difference | 5.5 increase | 13.4 increase | 18.9 decrease |

Math

| | | | |
|---|---|---|---|
| Grade 3 | | | |
| 2014/2015 | 1.7 | 15.3 | 83.1 |
| 2015/2016 | 5.6 | 25.9 | 68.5 |
| Difference | 3.9 increase | 10.6 increase | 14.6 decrease |
| Grade 4 | | | |
| 2014/2015 | 0.0 | 19.3 | 80.7 |
| 2015/2016 | 20.0 | 38.8 | 40.8 |
| Difference | 20.0 increase | 19.5 increase | 39.4 decrease |
| Grade 5 | | | |
| 2014/2015 | 1.6 | 6.3 | 92.1 |
| 2015/2016 | 2.2 | 8.7 | 89.1 |
| Difference | 0.6 increase | 2.4 increase | 3.0 decrease |

Science

| | | | |
|---|---|---|---|
| Grade 4 | | | |
| 2014/2015 | 1.8 | 1.8 | 96.4 |

| | | | |
|---|---|---|---|
| 2015/2016 | 0.0 | 2.0 | 98.0 |
| Difference | 1.8 decrease | 0.2 increase | 1.6 increase |

Social Studies

Grade 5

| | | | |
|---|---|---|---|
| 2014/2015 | 1.6 | 34.9 | 63.5 |
| 2015/2016 | 0.0 | 32.6 | 77.4 |
| Difference | 1.6 decrease | 2.3 increase | 3.9 increase |

The results of the AER revealed that there was an overall increase in the number of students that were proficient or partially proficient in the core subject areas with reasonable gains in grade 4 math. Proficiency decreases were observed in English Language Arts for grade 4, Science and Social Studies. Partially proficient students showed minimal improvements in Science and Social Studies. The results of the Student Growth Snapshot (SGS) data for English Language Arts revealed that 21% of all students demonstrated an above average growth, 45.5% demonstrated average growth and 33% demonstrated a below average growth on the MSTEP Assessment for two or more consecutive testing periods. The results of the SGS data for Math revealed that 45.9% of all students demonstrated an above average growth, 29.4% demonstrated average growth and 24.7% demonstrated below average growth. This data supports that the percent of students who were not proficient decreased and that student growth had a positive growth trajectory.

When considering the subgroup gender, the percent of female students who were proficient in English Language Arts was higher than the percent of males who were proficient for grades 3-5. The number of students proficient in Math was higher for female students than male students in grade 4 and lower in grades 3 and 5. When considering the Top to Bottom Ranking, there was a greater percentage of female students in the bottom 30% for Math and Social Studies and a greater percentage of male students in the bottom 30% for English Language Arts and Science.

STUDENT ACHIEVEMENT DATA TREND ANALYSIS BASED ON 3 YEARS of MAP SCORES

READING

| MAP Testing Period | % of All Students Proficient or Above Proficient | % Below Proficient |
|---|---|---|
| 1. 2014-2015 | 18.72 | 81.28 |
| 2. 2015-2016 | 14.40 | 85.60 |
| 3. 2016-2017 | 39.90 | 60.10 |

The MAP analysis indicated that our students experienced a downward trend in reading proficiency from 2014/15-2015/16 with a decrease of 4.32%. From 2015/16-2016/17, students experienced an upward trend. Reading proficiency among all students increased 24.9%. There was a 25.5% decrease in the number of students below proficient in reading from 2015/16-2016/17. When comparing Reading MAP results within the 2016/17 school year, we observed that Kindergarten (74.2%) and 4th grade (56.23%) had the highest percent of students that were proficient in reading. Students in grades 1-3 had the lowest percent of students that were proficient in reading, 21.47%, 26.6% and 22.7% respectively. When considering the sub group gender, female students overall tend to score higher in reading than male students.

Language Usage

| MAP Testing Period | % of All Students, Grades 2-5 Proficient or Above Proficient | % Below Proficient |
|---|---|---|
| 1. 2014-2015 | 14.48 | 84.82 |
| 2. 2015-2016 | 15.00 | 85.00 |
| 3. 2016-2017 | 39.63 | 60.37 |

The MAP analysis indicated that from 2014/15-2015/16, students experienced a marginal upward trend in proficiency with an increase of 0.52%. From 2015/16-2016/17, students experienced an upward trend. Language Usage proficiency among all students increased 24.63%. There was a 24.63% decrease in the number of students below proficient from 2015/16-2016/17. When comparing MAP results within the 2016/17 school year, we observed that 4th and 5th grades had the highest percent of student that were proficient in Language Usage, 53.55% and 66.7% respectively. Second and 3rd grades had the lowest percent of students that were proficient, 25.5% and 12.75% respectively.

MATH

| MAP Testing Period | % of All Students Proficient or Above Proficient | % Below Proficiency |
|---|---|---|
| 1. 2014-2015 | 15.27 | 84.73 |
| 2. 2015-2016 | 12.10 | 87.80 |
| 3. 2016-2017 | 48.88 | 51.12 |

The MAP analysis indicated that from 2014/15-2015/16, students experienced a downward trend in math proficiency with a decrease of 3.17%. From 2015/16-2016/17, students experienced an upward trend. Math proficiency among all students increased 36.78%. There was a 36.68% decrease in the number of students below proficient from 2015/16-2016/17. When comparing MAP results within the 2016/17 school year, we observed that kindergarten, 2nd and 4th had the highest percent of student that were proficient in Math, 51.3%, 48.9% and 83.75% respectively. First and 3rd grades had the lowest percent of students that were proficient, 36.3% and 35.0% respectively. When considering the sub group gender, male students scored higher than female student in kindergarten, 3rd and 5th grade.

Science

| MAP Testing Period | % of All Students Proficient or Above Proficient | % Below Proficient |
|---|---|---|
| 1. 2014-2015 | 13.65 | 86.35 |
| 2. 2015-2016 | 25.30 | 74.40 |
| 3. 2016-2017 | 34.67 | 65.33 |

The MAP analysis indicated that from 2014/15-2015/16, students experienced an upward trend in science proficiency with an increase of 11.65%. From 2015/16-2016/17, students experienced an upward trend. Science proficiency among all students increased 9.37%. There was a 9.07% decrease in the number of students below proficient from 2015/16-2016/17. When comparing MAP results within the 2016/17 school year, we observed that kindergarten and 4th grades had the highest percent of student that were proficient in Science, 78.0% and 49.15% respectively. First and 3rd grades had the lowest percent of students that were proficient, 19.0% and 19.8% respectively. When considering the subgroup gender, female students scored higher than male students in 3rd and 4th grades.

STUDENT ACHIEVEMENT DATA TREND ANALYSIS BASED ON 3 YEARS of DISTRICT CONTENT AREA SOCIAL STUDIES SCORES

| Social Studies Testing Period | % of All Students Proficient or Above | % Below Proficient |
|---|---|---|
| 1. 2014-2015 | 31.0 | 69.0 |
| 2. 2015-2016 | 28.0 | 72.0 |
| 3. 2016-2017 | 64.8 | 35.2 |

The MAP analysis indicated that from 2014/15-2015/16, students experienced a marginal downward trend in social studies proficiency with a decrease of 3%. From 2015/16-2016/17, students experienced an upward trend. Social Studies proficiency among all students increased 36.8%. There was a 36.8% decrease in the number of students below proficient from 2015/16-2016/17. When comparing MAP results within the 2016/17 school year, we observed that all students exceeded the proficiency target of 60.2% by 4.6%. When considering MAP results by grade level, we observed that kindergarten, 2nd and 4th grades had the highest percent of student that were proficient in Social Studies, 77%, 68% and 61.5% respectively. Third grade had the lowest percent of students that were proficient with a score of 26%. When considering the sub group gender, male students scored higher than female students in kindergarten, 2nd, 4th and 5th grades.

STATE RANKING ON TOP TO BOTTOM LIST

For the 2011-2012 school year, Coleman A. Young was in the 2nd percentile on the State's Top to Bottom Ranking.
For the 2012-2013 school year, Coleman A. Young was in the 2nd percentile on the State's Top to Bottom Ranking.
For the 2013-2014 school year, Coleman A. Young was in the 4th percentile on the State's Top to Bottom Ranking

A Public Top to Bottom Ranking does not exist for the 2014-2015 school due to the base line year for the State Test, MSTEP.

For the 2015-2016 school year, Coleman A. Young was in the 8th percentile on the State's Top to Bottom Ranking and was removed from the MDE Priority School List.

ACCOUNTABILITY STATUS SCHOOL DATA

At the end of the 2013-2014 school year, Coleman A. Young's overall status was red with an overall score of 34. Details in the AER report indicate the following:
Subject Status Score
Reading Green 2
Math Green 2
Social Studies Green 2
Science Red 0

As of August 2015, Coleman A. Young's overall status is yellow with an overall score of 29. Details in the AER report indicate the following:
Subject Status Score
Reading Green 2
Math Green 2
Social Studies yellow 1
Science Red 0

As of August January 017, Coleman A. Young's overall status is RED with an overall score of 16. Details in the AER report reveal the

following:
Subject Status Score
Reading Green 2
Math Green 2
Social Studies 0
Science Red 0

Details from the 2015-2016 Accountability Scorecard Proficient Summary indicate that Coleman A. Young received 16/38 points or a rating of 42.1% across all core subjects for the student groups represented on the accountability scorecard.

CAUSES FOR THE GAPS

If we consider the overall achievement gaps between the 2018/19 District Proficiency Targets and the District Required (NWEA/ MAP) or Content Area assessments, our areas of concern are Mathematics 48.88%, Reading 39.09%, Language Usage 39.63% and Science 34.67% in that order.

If we consider the overall achievement gaps between the state percent of students proficient and the school percent of students proficient on the state assessment, our area of concern are Mathematics 9.4%, English Language Arts 8%, Science 0% and Social Studies 0% in that order.

MATHEMATICS

Our Measure of Academic Progress in Mathematics shows that 48.8% of our students in grades K-5 scored at or above proficiency and 9.4% of all students scored at or above proficiency on the state assessment, MSTEP. The targeted goals were Measurement and Data and Operations and Algebraic Thinking per grade levels, so the following standards had gaps:

Grade Kindergarten MAP- Operations and Algebraic Thinking
CCSS. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawing, sound (e.g claps) acting out situations, verbal explanations, expressions, or equations
CCSS. K.MD.B.3 Classify objects into given categories, count the numbers of objects in each category and sort the categories by count.

Grade 1 MAP- Measurement and Data
CCSS.1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Grade 2 MAP- Measurement and Data
CCSS.2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Grade 3 - MAP- Operations and Algebraic Thinking
CCSS.3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem

Grade 4- MAP -Measurement and Data

CCSS.4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; hr., min, sec. Within a single system of measurement, express measurement in a larger unit in terms of a smaller unit.

Grade 5-MAP Measurement and Data
CCSS.5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05m), and use these conversions in solving multi-step, real world problems.

ENGLISH LANGUAGE ARTS/READING

Our Measure of Academic Progress in Reading states that 39.09% of our students in grades K-5 scored at or above proficiency and 8% of all students scored at or above proficiency on the state assessment, MSTEP. The targeted goal is Foundational Skills in Primary grades and Literature and Informational Text in all other grades, so the following standards had gaps:

Kindergarten-Map-Language and Writing
CCSS.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Grade 1 MAP - Language and Writing
CCSS.RF.1.4 Read with sufficient accuracy and fluency to support comprehension

Grade 2 MAP - Literature and Informational
CCSS.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Grade 3 MAP - Informational Text
CCSS.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Grade 4 MAP Vocabulary Acquisition and Use
CCSS.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Grade 5 Literature
CCSS.RI.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ENGLISH LANGUAGE ARTS Language Usage

Our Measure of Academic Progress in Language Usage shows that 39.63% of our students scored at or above proficiency. The greatest need for intervention is for the following standards.

Grade K Teacher Created Rubric - Writing: Plan, Organize, Develop, Revise, Research
CCSS.ELA.Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Grade 1 Teacher Created Rubric - Writing: Plan, Organize, Develop, Revise, Research

CCSS.ELA.Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Grade 2 MAP - Language: Understand, Edit for Grammar, Usage
CCSS.ELA-Language.L.2.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Grade 3 MAP - Writing: Plan, Organize, Develop, Revise, Research
CCSS.ELA-Writing W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Grade 4 MAP - Writing: Plan, Organize, Develop, Revise, Research
CCSS.ELA-Writing W.4.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

Grade 5 MAP -Language: Understand, Edit for Grammar, Usage
CCSS.ELA Language L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SCIENCE

Our Measure of Academic Progress in Mathematics shows that on average 34.67% of our students in grades k-5 scored at or above or above proficiency and 0% of 4th grade students scored at or above proficiency on the state assessment, MSTEP. The targeted goal is Earth Science, so the following standards had gaps:
Grade K - E.SE.00.12 Describe how Earth materials contribute to the growth of plant and animal life. *

Grade 1 - E.ES.01.21 Compare daily changes in the weather related to temperature (cold, hot, warm, and cool); cloud cover (cloudy, partly cloudy, foggy); precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm).

Grade 2 - E.FE.02.21 Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground.

Grade 3 - E.SE.03.13 Recognize and describe different types of Earth materials (mineral, rock, clay, boulder, gravel, sand, soil, water, and air).

Grade 4 - E.ST.04.32 Compare and contrast life forms found in fossils and organisms that exist today.

Grade 5 - E.ST.05.11 Design a model that of the solar system that shows the relative order and scale of the planets, dwarf planets, comets, and asteroids to the sun.
SOCIAL STUDIES

According to the District Content Area Post Tests, grades 5 and 3 are in need of intervention with 40% and 26% of students scoring at or above proficient in that order and 0% of 5th grade students scoring at or above proficiency on the state assessment, MSTEP. The following standards had gaps:
Grade Kindergarten

K - P3.1.1 Identify classroom issues

Grade 1

1 - P3.1.1 Identify public issues in the school community

1 - P3.1.2 Use graphic data to analyze information about a public issue in the school community

Grade 2

2 - P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens

2 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions

Grade 3

3 - P3.1.1 identify public issues in Michigan that influence the daily lives of its citizens

3 - P3.1.2 use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternate resolutions.

Grade 4

4 - P4.1.1 Identify public issues in the United States that influence the daily lives of its citizens

4 - P4.1.2 use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions

Grade 5

5 - P5.1.1 Identify contemporary public issues related to the United States constitution and their related factual, definitional and ethical questions

5 - P5.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions

PROCESS DATA RESULTS

The School Leadership Team examined the 2016/17 School Systems Review, (SSR) Diagnostic to focus on school process data. Our strongest ratings occurred in the following standards, Instructional Leadership, Professional Learning Culture and Communication.

Strengths

Standard 7: Professional Learning Culture

The (SSR) diagnostic indicates that indicators S and T, Collaborative Teams and Collective Responsibility are fully implemented. Members of our PLC work interdependently to impact student achievement through the integration of our program initiatives, (i.e. Tiered Instruction, Marzano Essentials for Achieving Rigor, Accelerated Reading and Math, Center Based Learning, the Instructional Learning Cycle (ILC) and Michigan's Integrated Behavior and Learning Support Initiative/ Positive Behavior Interventions and Supports) into the PLC process. Emphasis is placed on student learning instead of what is being taught. PLC effectiveness is measured by targeted student growth, student proficiency and teacher effectiveness.

The PLC teams are organized by content area across grade levels and meet at least 3 times per month for 1 hour on Wednesdays after school. Each team has identified a PLC team leader who facilitates and insures that the agenda and group norms are followed. A PLC coordinator meets with the team leaders once per week to set the agenda, target instructional and learning challenges, monitor SMART goals, review school wide data and determine next steps.

The PLC coordinator provides an update regarding our PLC process during weekly School Leadership Team (SLT) meetings. The members of our SLT include the Principal, Academic Engagement Officer, ELA instructional specialist, PLC coordinator, school improvement chair, an

upper and lower elementary teacher, a parent representative and our School Improvement Facilitator.

Standard 4: Instructional Leadership
The (SSR) diagnostic indicates that indicators K, L and M, Vision for Learning, Guidance and Support For Teaching and Learning and Results Focused are fully implemented. Shared leadership is an integral part of our professional learning community. We have observed a substantial increase in collaboration efforts through effective committee development and a positive focus on school culture and climate. The environment for our school community has made a major shift to being inclusive and we are working towards increasing the community input and involvement.

Our school leaders are knowledgeable about the Michigan's State Standards and the implications for teaching and learning. CAY school leaders advocate the importance of using research based best practices in the areas of lesson planning, instruction and assessment. The school leaders identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices.

CAY School leaders use data to drive decisions and measure progress toward school improvement goals. Multiple sources of data are used to monitor and evaluate programs and practices for effectiveness. They continue to hold themselves and others accountable for progress. They support the process/system that allows teams to delve into the implications of data. This includes a well-defined process to periodically collect, analyze, review and report the results of student assessments.

Coleman A. Young is identified as a MIBLSI school in the Detroit Public School System. A team has been established that includes a Central Support Coach, 2 administrators, an instructional specialist, and 3 teachers. This team has been trained to implement a data driven, multi-tiered, problem -solving model that will develop and sustain the academic and social skills needed for our students to be successful learners in a safe and supportive learning environment.

Standard 9: Communication
The (SSR) diagnostic indicates that for Strand IV, indicators W and X, Approaches and Tool and Cultural Responsiveness are fully implemented. Our administration uses the District's messaging system to communicate with parents, Teachers use media/technology, school and class websites, Class Dojo (an online behavior monitoring program), and Remind 101, (a communication tool that parents can use via text or email). CAY also uses resources and personal communications such as Newsletters, our School Calendars, Grade Level Parent Meetings, and Parent Teacher Conferences to sustain positive family and community relations.

Concerns

Standard 10: Engagement
The (SSR) diagnostic indicates that indicator Y, Learning Opportunity has a rating of beginning implementation. Indicator Z has a rating of partially implemented. Most of our family members do not participate actively on committees or provide input on decisions that support student success. Parent participation in grade level meetings, parent teacher conferences, and parent workshops is very low. Parents do not participate as integral members of the school improvement process. Parent turn out is higher during extracurricular school activities. The School Leadership Team recommends scheduling some extracurricular school activities simultaneously with parent or grade level meeting to increase parent participation.

PERCEPTION DATA RESULTS

2016-2017 Parent Survey

A total of 31 parents or less than 10% of our student population took the Parent ASSIST survey. The survey window was opened in February 2017 and closed in March 2017. This survey was made available to parents during scheduled school events, parent workshops and was posted on the school website.

Strengths

The 2017 Parent Survey revealed that 88% of our parents agreed or strongly agreed that CAY has high expectations for students in all classes. 84% of parents agreed or strongly agreed that CAY shares responsibility for student learning with its stakeholders. 99% of parents agreed or strongly agreed that teachers provide an equitable curriculum that meets their child's learning needs.

Concerns

When considering using results for continuous improvement, 71% of our parents strongly agreed or agreed that our school provided excellent support services (counseling, and/or career planning). When considering resource and support systems,77% of parents strongly agreed or agreed that our school ensures the effective use of financial resources.

2016-2017 Staff PLC Survey

A total of 23 teachers took the PLC Teacher Survey in December 2016. This survey was made available to Staff through invitation via email, during Staff meeting and staff personal time. The PLC Teacher survey was aligned to the Program Evaluation Tool.

Strengths

A review of the 2016/2017 PLC Teacher Survey revealed 83% of PLC team members agreed or strongly agreed that they could articulate the process used in the PLC framework. 100% of the instructional staff indicated that they knew how to utilize data to identify learning targets and focus instruction. Teachers stated that the most important aspect of the PLC process includes teacher collaboration, a continuous review of data, modeling and feedback, meeting student learning needs, monitoring and evaluation. 100% of the teachers supported the PLC process and believe that its impact was positive

Concerns

A review of the 2016/17 PLC survey revealed that that 68% of the PLC membership could state the mission and vision statement. Less than 65% of the teaching staff have shared the PLC process with parents or believe that they are ready to lead a PLC meeting. Several teachers indicated in the personal comment section that they require further training or have not been trained on how to integrate the Marzano Instructional Model into their instructional plan. Several teachers requested training on the 3 big ideas represented in the Dufour Model for PLCs, (focus on learning, collaborative culture, and results orientation).

2016-2017 Student Survey

A total of 305 early elementary students took the ASSIST survey in February 2017. This represents 72% of our student body.

Strengths

The 2017 Student Survey revealed that 93% of our students agreed their teachers and administrators expected every student to learn. 90% of students agreed that their teachers differentiated instruction. 93% of students agreed that their teachers helped them to learn new things using strategies such as small group instruction. Student understandings regarding program interventions were discussed and monitored weekly during PLC team meetings, PLC team leader meetings and School Leadership Team (SLT) meetings.

Concerns

70.75% if lower elementary students agreed that their family likes to come to school and 79.59% agreed that their teacher, " knows me".

63.41% of upper elementary students agreed that their teachers ask their family members to come to school. 61.59% of upper elementary students agreed that their school was safe and clean. 45.45% of upper elementary students agreed that students treated teachers with respect and 51% agreed that their teachers listened to them.

DEMOGRAPHIC, ACHIEVEMENT, PROCESS, AND PERCEPTION PRIORITIES:
As a result of analyzing perception, student achievement, process and demographic data, the following targets for instruction were identified:

STUDENT ACHIEVEMENT PRIORITIES

MATHEMATICS
The targeted standards deal with telling time and representing data in different types of graphs. The specific standards are: CCSS.MATH.CONTENT.3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

ENGLISH LANGUAGE ARTS/READING
The primary standard being addressed in grades K-2 is CCSS RF 3, Applying grade level phonics and decoding skills.
The primary standard being addressed in grades 3-5 is CCSS RL 2, Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ENGLISH LANGUAGE ARTS/WRITING
The primary standard being addressed in grades K-2 is CCSS WS1-3.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts
The primary standard being addressed in grades 3-5 is CCSS.ELA-Literacy.W.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons (and information)

SCIENCE
For grades K-5, the targeted Grade Level Expectation is Science Inquiry Process S.IP. 00-05. For Grades K-1, the targeted GLCE's is Earth Science, E.ES. 00-01. For Grade 2, the targeted GLCE is Organization of Living Things, L.OL.02. For Grades 3-5, the targeted GLCE's is Earth Science: Earth Systems, E.ES.03 and Earth, Space and Time, E.ST. 04.-05.

SOCIAL STUDIES
The targeted standard will be Grades K-5, E1 The Market Economy.
Grade K will emphasize The Market Economy within the specific context of Myself and Others Grade 1 will emphasize The Market Economy within the specific context of Families and Schools Grade 2 will emphasize The Market Economy within the specific context of The Local Community Grade 3 will emphasize The Market Economy within the specific context of Michigan Studies Grade 4 will emphasize The Market Economy within the specific context of United States Studies. Grade 5 will emphasize The Market Economy within the specific context of Integrated American History.

SUBGROUP PRIORITIES
Our priority subgroup is the bottom 30% and they will be our focus in each content area. This includes an intensive focus on differentiated instructional strategies for male students in reading and science and for female students in social studies and math. Third grade students were consistently at risk across all core subject areas and require an action plan for small group instruction.

PERCEPTION PRIORITIES

Parent concerns centered on providing students in need of intervention with individualized instruction, offering adequate support services, (restorative, social work, counseling) and offering extracurricular activities that are aligned to student interests. Teacher concerns emphasized the need for a systematic process that aids new teachers, offering quality student support services and providing peer coaching to teachers in need of instructional support. Student concerns addressed their beliefs about culture and climate. 45% of upper elementary students do not believe that teachers are treated with respect. 70% of early and upper elementary students believe that their family likes to come to school. Upper elementary students expressed concerns with having their opinions about their school being acknowledge.

PROFESSIONAL DEVELOPMENT NEEDS

Per the SSR diagnostic, professional development is needed in the areas of: Curriculum Alignment and Coherence, Instructional Design and Effective Instructional Practices which received ratings of "Partially Implemented", Per the PLC survey concerns from 2014-2015, we will continue to focus on using data to target and unwrap instructional standards and implementing the ILC process.

PROGRAM CHANGES

Several program changes need to be considered. Small Group instruction is the foundation of our MTSS implementation. This program needs to be monitored more closely, with teachers providing specific plans and data related to this instruction. Teachers will require additional training and support in the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor and the Dufour PLC Model: in order to build capacity and to implement with fidelity.

DATA CONCLUSIONS

As a result of analyzing perception, student achievement, process and demographic data, the following targets for instruction were identified:

STUDENT ACHIEVEMENT CONCLUSION

MATHEMATICS

The targeted standards are CCSS.Math.Content.K-5. NB, Numbers and Operations in Base Ten and CCSS.Math.Content.K-5.OA, Operations and Algebraic Thinking. Students in K-2 will emphasize counting, working with numbers to gain foundations for place value and classifying objects. In grades 3-4, students will emphasize add/subtract, multiply/divide and properties of operations to perform multi-digit arithmetic. In grade 5, students will emphasize writing and interpreting numerical expressions and analyzing patterns. In addition, per this year's data, grades K-3 will focus on telling time to the minute on digital as well as analogue clocks.

ENGLISH LANGUAGE ARTS/READING

For grades K-2, the specific standards addressed will be CCSS RF1.3, applying grade level phonics and decoding skills. For grades 3-5 the target will be CCSS RL 3-5.2, determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ENGLISH LANGUAGE ARTS/WRITING

The primary standard being addressed in grades k-2 is CCSS WS1-3.1, Use a combination of drawing, dictating, and writing to compose informative/explanatory texts and in grades 3-5, the primary standard being addressed is CCSS WS3-5.1 writing opinion pieces and citing specific reasons.

SCIENCE

For grades K-5, the targeted Grad Level Expectation is Science Inquiry Process S.IP. 00-05. For Grades K-1, the targeted GLCE's is Earth

Science, E.ES. 00-01. For Grade 2, the targeted GLCE is Organization of Living Things, L.OL.02.
For Grades 3-5, the targeted GLCE's is Earth Science: Earth Systems, E.ES.03. and Earth, Space and Time, E.ST. 04.-05.

SOCIAL STUDIES
The targeted standard will be Grades K-5, E1 The Michigan Market Economy.
Grade K will emphasize The Market Economy within the specific context of Myself and Others Grade 1 will emphasize The Market Economy within the specific context of Families and Schools Grade 2 will emphasize The Market Economy within the specific context of The Local Community Grade 3 will emphasize The Market Economy within the specific context of Michigan Studies Grade 4 will emphasize The Market Economy within the specific context of United States Studies
Grade 5 will emphasize The Market Economy within the specific context of Integrated American History

PROGRAM/PROCESS CONCLUSIONS
Per the SSR diagnostic, our strengths lie in Instructional Leadership, Professional Learning Culture and Communication. Our weakness lies in parent engagement and building community partnerships. Teachers need to include parent engagement strategies in their lesson plans. The school Leadership Team and the PLCs should dialogue about more creative ways to engage parents and our community partners. Research based best instructional practices and professional training in this area should be added to our PLC goals.

PERCEPTION CONCLUSIONS
CAY staff perceives that staff and leadership have high standards for student success. They also believe that most of their colleagues monitor, and adjust curriculum and assessments based on data. Our parents believe that staff has established goals and plans for improvement. And parents perceive that staff protects learning time and minimizes interruptions. Lastly, our students truly believe that teachers want them to do their best.
Conversely, staff expressed that there is a definite need for a formal new teacher induction process, as well as a need for more peer coaching. Parents are asking for a greater focus on instructional interventions, extracurricular activities and the provision of support services for students and families. Students are requesting greater parent involvement, improvement in our climate and culture and more consideration of their opinions.

DEMOGRAPHIC CONCLUSIONS
When analyzing demographic data trends, the following conclusions were drawn: More emphasis needs to be put on increasing our attendance rates and reducing our suspension rates. We need to sustain and build upon our relationship with the Department of Human Services, and our Pathways Coach, due to the chronic absenteeism experienced across all grade levels. We need to train teachers in tier 2 and 3 climate and cultural strategies that differentiate service needs for students who are multiple offenders of our school code of conduct.

**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.**

ENGLISH LANGUAGE ARTS/READING

All students will be proficient in reading. The targeted standards are: CCSS RF K-2. 3, Applying grade level phonics and decoding skills and CCSS RL 3-5.2, Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. There were no identified subgroups. However the bottom 30% was indicated on our Accountability Scorecard. Therefore, we will focus on the bottom 30%.

Teachers will use the The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor for all students to strengthen phonics and decoding skills for K-2 and the ability to determine a theme of a story, drama, or poem from details in a text for grades 3-5. This includes the use of advance graphic organizers and instructional strategies across the Marzano Taxonomy.

For students farthest from the learning targets, teachers will use Guided Reading, small groups instructional strategies, center based learning activities, and Oral Language Assessments, Lessons, and Strategies to increase student achievement in literacy, For grades K-2, Tier 3, or Intensive students will be progress monitored every 7-10 days. Tier 2, or Strategic students will be progress monitored every 10-15 days, Tier 1, or Benchmark students will be progress monitored every 4-6 weeks. Grades 3-5 teachers will progress monitor students using STAR Reading after four weeks of instruction.

Teachers will practice with fidelity and build capacity through Professional Development in The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor for all students in the core subject areas of reading, writing, math, science and social studies; the effective use of advance graphic organizers; further use of Guided Reading strategies and the triangulation of data. Parents will need to be in-serviced on the types of questions that students will be asked on the Smarter Balanced Assessment. Parents need to understand the amount of rigor students will be exposed to in order to improve and reach proficiency in reading.

ENGLISH LANGUAGE ARTS/WRITING
All students will be proficient in writing. The primary standard being addressed in grades k-2 is CCSS WS1-3.1, Use a combination of drawing, dictating, and writing to compose informative/explanatory texts and in grades 3-5, the primary standard being addressed is CCSS WS3-5.1 writing opinion pieces and citing specific reasons. There were no identified subgroups. However the bottom 30% was indicated on our Accountability Scorecard. Therefore, we will focus on the bottom 30%.

Teachers will use the The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor for all students to strengthen their writing skills. Teachers will use daily Quick Writes, 6+ 1 Writing Traits and whole group shared writing strategies to support student writing. Targeted writing skills will include state the opinion of a particular topic, revising to add details, and identifying reasons to support an opinion. For students farthest from the learning targets, teachers will provide extra support using guided instruction within small groups, through the Writers' Workshop and Writing Clinic. Tier 2 students will participate in the clinic at least once per week. Tier 3 students will participate in a writing clinic twice per week for increased instruction. Teachers will progress monitor students every 10-15 days.

Teachers will need Professional Development in 6 Traits +1, word choice, writing conventions and the effective use of advance graphic organizers. Parents will need to be in-serviced on writing genres that students will learn and produce through their writing pieces. Parents need to understand the level of writing that students are expected to demonstrate.

MATHEMATICS
All students will be proficient in Mathematics. The targeted standards are CCSS.Math.Content.K-5. NB, Numbers and Operations in Base Ten, CCSS.Math.Content.3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes and CCSS.Math.Content.K-5.OA, Operations and Algebraic Thinking. Students in K-2 will emphasize counting, working with numbers to gain foundations for place value and classifying objects. In grades 3-4, students will emphasize add/subtract, multiply/divide and properties of operations to perform multi-digit arithmetic. In addition, per this year's data, grades K-3 will focus on telling time to the minute on digital as

well as analogue clocks. In grade 5, students will emphasize writing and interpreting numerical expressions and analyzing patterns. There were no identified subgroups. However the bottom 30% was indicated on our Accountability Scorecard. Therefore, we will focus on the bottom 30%.

Teachers will use the The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor for all students to strengthen our students' skills in numbers and operations in base 10 and operations and algebraic thinking. For students farthest from the learning targets, teachers will utilize learning centers and small groups to differentiate instruction for Tiers 2 and 3 students. Tier 3 students will receive increase instruction through pull out sessions for 30 minutes daily. Also, teachers will use the Instructional Learning Cycle or authentic assessments to measure student proficiency in mathematics. Lastly, teachers will Progress Monitor using STAR Math after four weeks of instruction.

Teachers will need Professional Development in Teaching to Different Modalities; effective use of Word Walls; the Frayer Method; and Organization of Learning Centers. Parents will need to be in-serviced on common core Mathematics standards and learning modalities. Parents need to understand the level of mathematical reasoning that students are expected to demonstrate.

SCIENCE

All students will be proficient in Science. The targeted standards are: For grades K-5, the targeted Grade Level Expectation is Science Inquiry Process S.IP. 00-05. For Grades K-1, the targeted GLCE is Earth Science, E.ES. 00-01. For Grade 2, the targeted GLCE is Organization of Living Things, L.OL.02. For Grades 3-5, the targeted GLCEs are is Earth Science: Earth Systems, E.ES.03. and Earth, Space and Time, E.ST. 04.-05. There were no identified subgroups. However the bottom 30% was indicated on our Accountability Scorecard. Therefore, we will focus on the bottom 30%.

Teachers will use the The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor for all students to strengthen skills in scientific inquiry, Earth and Physical Science. For students farthest from the learning targets, teachers will assign students to small groups, provide guided instruction and use center based learning to differentiate instruction. Tier 3 students will be pulled out once per week for increased instruction time. Also, teachers will use authentic assessments created in Data Director within the instructional learning cycle to progress monitor student proficiency in Science.

Teachers will need Professional Development in Teaching to Different Modalities; Differentiating Instruction, using Authentic Assessments, STEM Integration; and Organization of Learning Centers. Parents will need to be in-serviced on the types of Science Content and Processes that students are learning. Parents need to understand the level scientific reasoning that students are expected to demonstrate.

SOCIAL STUDIES

All students will be proficient in Social Studies. The targeted standard will be Grades K-5, E1 The Market Economy. Grade K will emphasize The Market Economy within the specific context of Myself and Others. Grade 1 will emphasize The Market Economy within the specific context of Families and Schools Grade 2 will emphasize The Market Economy within the specific context of The Local Community Grade 3 will emphasize The Market Economy within the specific context of Michigan Studies Grade 4 will emphasize The Market Economy within the specific context of United States Studies. Grade 5 will emphasize The Market Economy within the specific context of Integrated American History

There were no identified subgroups. However the bottom 30% was indicated on our Accountability Scorecard. Therefore, we will focus on the bottom 30%.

Teachers will use the The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor for all students to strengthen our

students' knowledge of the Market economy.  This includes, thematic Instruction; Curriculum Integration; Flexible Groupings; Visual Imagery; and the use of advance graphic organizers to support learning in Social Studies, Also, Teachers will also utilize Word Walls and Vocabulary Study strategies such as the Frayer method to assist students with vocabulary development. For students farthest from the learning targets, teachers will assign students to ability groups, use guided Instruction and center based learning to increase proficiency in social studies. Also, teachers will use authentic assessments created in Data Director within the instructional learning cycle to measure student proficiency in Social Studies. Tier 3 students will attend after school tutoring sessions twice per week.

Teachers will need Professional Development in Thematic Instruction; effective use of Word Walls; Vocabulary Strategies; Organization of Learning Centers; Authentic Assessment and Project Based Learning. Parents will be in-serviced on Social Studies content that students are learning. They will be taught strategies and activities that will assist students in making connections to the real world.

**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?**

Coleman A. Young Elementary School will implement the Multi-Tier System of Support (MTSS) as a framework to create tiered instructional plans that target specific students' needs. As the goal of all our instruction, throughout the MTSS framework. Coleman A. Young Elementary school will use the Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor, as a Tier I Instructional model to support all students in acquiring the skills and strategies necessary for all core content area.

The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor includes:
1. Scaffold Instruction
Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. (Previewing new content)
Instructional staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses. (Identifying critical content)
2. Application of Knowledge
Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. (Helping students elaborate on content) Instructional staff will design activities that engage students in asking cognitively complex questions to support critical thinking. Create their own representation of the content and processes in which they are interacting including more abstract representation of content. (Helping students record and represent knowledge)
3. Analytical & Critical Metacognition
Instructional staff will demonstrate and model metacognitive practice for all students. Staff will engage students in activities that examine specific details as well as "big ideas" to deepen their thinking throughout the learning cycle. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. (Helping students examine similarities and differences) Instructional staff will demonstrate and model metacognitive practice for all students. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning. Staff will design activities in which students will analyze information for errors and critique content for overall logic in arguments. (Helping students examine their reasoning)
4. Scaffold Student Autonomy
Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support

students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. (Helping student revise knowledge) Instructional staff will engage students in cognitively complex task. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task. (Helping students engage in cognitively complex task)

5. Demonstrated Independence

Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

Citation

Marzano, R. J., & Toth, M. D. (2014). Teaching for rigor: A call for critical instructional shift: Why essential shifts in instruction are necessary for teachers and students to succeed with college and career readiness standards. Learning Science Marzano Center, West Palm Beach, Fl. March, 3-23.

Reading

Tier 1

Scaffold Instruction

Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. Staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses.

Identifying Critical Content

Activities:

1. Use Student Friendly Performance scales or rubrics to target critical content
2. Have students identify their own learning goals.
3. Use Visual Cueing to recognize or recall specific vocabulary or details for the reading assignment.
4. Use Verbally Cue Critical Content such as active journaling or student response cards
5. Monitor students to observe behaviors such as, listening silently, and highlighting key words or details to determine if students can differentiate between critical and non critical content.
6. Use student's background knowledge to identify critical content
7. Use advance graphic organizers, ( 3 circle-Venn diagrams and bubble maps)

Preview New Content

Activities:

1. Use KWL/RAN charts to activate prior knowledge
2. Use Anticipation Guides
3. Brainstorming Activities
4. Use Question Prompts or Preview Questions
5. Use Video Segments
6. Conduct Pair/Share Exercises
7. Establish Collaborative Groupings
8. Use Skimming such as SQ3R
9. Take a picture walk through a picture book

Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. Staff will design activities that engage students in asking cognitively complex questions to support critical thinking.

Helping Students Process Content

Activities:

1. Use Compare and Contrast Matrix to identify similarities and differences or examples and non-examples of key terms and content
2. Use Jig Saw Cooperative Learning
3. Chunking narrative and informational text
4. Summarizing and note taking
5. Using advance graphic organizers
6. Play vocabulary word games
7. Non-linguistic representation,( illustrate words and concepts, role play, use symbols, create a visual mode)
8. Body representation of key concepts

Helping Students Elaborate on Content

Activities:

1. Use elaborative questioning strategies, (inferences, beyond the text, default/background knowledge, analysis of content, question the author)
2. Role Play story elements

Helping Students Record and Represent Knowledge

Activities:

1. Use graphic organizers, (Comparison Matrix. literature maps, lip-Flap foldabe, Story Maps)
2, Build note taking skills, ( picture notes, column notes and summaries)
3. Students keep interactive journals
4. Retelling of Stories, (comic strips, illustrations, sentence strips, summarizing, sequencing)
6. Reflect on thinking during journaling
7. Use Who, What, When Question Cards
8. Use response cards, exit cards, Think Logs and white boards
9. Play games that focus on academic content

Analytical & Critical Metacognition

Instructional staff will demonstrate and model metacognitive practice for all students. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning.

Examine Similarities and Differences

Activities

1. Classification open-ended or closed word sort
2. Compare and contrast matrix of story elements from different stories
3. Create analogies and metaphor
4. Advance Graphic Organizers, (Double-Bubbles Diagrams)

5. Use Classification Charts

Examine Reasoning

Activities:

1. Produce and defend claims
2. Identify errors in misinformation, (faulty logic, attacks, weak reference and misinformation)
3. Examine support or evidence for a claim

Scaffold Student Autonomy

Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task.

Helping Students Revise their Knowledge

Activities:

1. Use advance KWHL chart to revisit misunderstanding and record correction.
2. Academic Notebook Review, Students examine notes and activities previously recorded in their notebooks. Students ask questions about the recorded information and share any changes made in their thinking.

Helping Students Engage in Complex Tasks

Activities:

1. Use problem solving, decision making or investigative tasks that require students to generate and test a hypothesis such as modifying the story elements within a text, create a problem and solve it.

Demonstrated Independence

Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

1. Provide practices sessions that help to develop fluency in reading such as the use of student practice charts
2. Have students design their own tasks to solve real world problems informed by the teacher.

Writing:

Tier 1

Scaffolding Instruction

Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. Staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses.

Modeling, explaining, and demonstrating are essential teaching activities if all children are to learn to write. Teachers model the writing processes by engaging while children observe. Composing a list of things needed for a project provides a model of one function of writing. Talking about how a newspaper story made us worry provides a model of response to text.

Identifying Critical Content

Activities:

1. Thinking Maps
2. T charts
3. Venn Diagrams
4. Cause & Effect links
5. Think pair share
6. Video segments/video think sheets
7. Active engagement
8. RAN charts (reading & activating Non-fiction activates prior knowledge)
9. Use student friendly rubrics, goals and scales

Preview New Content

Activities:

1. QAR-question answer relationship
2. Use video segments to introduce real world topics
3. Journals
4. Writing folders
5. Writing prompts
6. Alpha-boxes
7. Double Descriptors
8. Key word Strategy
9. Activate Prior Knowledge

Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. Staff will design activities that engage students in asking cognitively complex questions to support critical thinking.

Helping students process content

Activities:

1. Create analogies to see how dissimilar things are similar, increasing our understanding of new information. Ex: core is to earth as nucleus is to atom.
2. Classifying
3. Sequencing what happened first, next, then, finally.
4. Writing Process
5. Advanced graphic organizers
6. Quick writes
7. Note taking
8. Writing portfolios

Helping Students record and represent knowledge

Activities:

1. Writing portfolios
2. Journals
3. Power point

4. Graphic organizers
5. Research projects
6. Turning notes into sentences
7 . I used to think, but now I know
8. Use response cards, exit tickets
9. Outlines

Analytical & Critical Metacognition

Instructional staff will demonstrate and model metacognitive practice for all students. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning.

Examine similarities and differences

Activities:

1. Advanced graphic organizers
2. Open-ended writing prompts
3. Inside Out writing program
4. Venn Diagrams
5. Accountable Talk

Examine Reasoning

Activities:

1. Peer edit
2. Cite sources
3. Examine evidence for research

Scaffold Student Autonomy

Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task.

Helping Students Revise their Knowledge

Activities:

1. Peer editing and revisions
2. Think Aloud
3. Self evaluate using writing student friendly rubrics and or performance scales

Helping Students Engage in Complex Tasks

Activities:

1. Students rewrite a story with a new ending
2. Publish written pieces developed using the writing process
3. Collaborate with other students to produce a written product, (school newsletter, letter to a community representative,

Demonstrated Independence

Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

Activities:

1. Use planning notes, advance graphic organizers to create writing portfolios of different genres

Math

Scaffold Instruction

Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. Staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses.

Identifying Critical Content

Activities:

1. Use KWL/RAN charts to activate prior knowledge
2. Use Anticipation Guides
3. Brainstorming Activities
4. Use Question Prompts or Preview Questions
5. Use Video Segments
6. Conduct Pair/Share Exercises
7. Establish Collaborative Groupings
8. Use student friendly performance scales and rubrics

Preview New Content

Activities:

1. Use of video segments to introduce topic and real world examples
2. Use of manipulatives to introduce content concretely
3. Interactive journals
4. Modeling
5. Center activities from Pearson
6. Use Visual Cueing to recognize or recall specific vocabulary or details for the reading assignment.
7. Use Verbally Cue Critical Content such as active journaling or student response cards

Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. Staff will design activities that engage students in asking cognitively complex questions to support critical thinking.

Helping students process content

Activities:

1. Create analogies to see how dissimilar things are similar, increasing our understanding of new information. Ex: core is to earth as nucleus is to atom.
2. Home math projects
3. Peer tutoring (same grade or grade above)

4. Advanced graphic organizers
5. Quick writes
6. Note taking

Helping Students Record and Represent Knowledge

1. Use of various manipulatives
2. Use of real world examples of math concepts
3. Use of drawings
4. Interactive journals
5. Use response cards, exit cards, white boards
6. Play games that focus on academic content
7. Students brainstorm real world application of concept

Analytical & Critical Metacognition

Instructional staff will demonstrate and model metacognitive practice for all students. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning.

Examine similarities and differences

Activities:

1. Advanced graphic organizers
2. Open-ended writing prompts
3. Accountable Talk

Examine Reasoning

Activities:

1. Introduce students to errors in common thinking such as faulty logic
2. Use Think Aloud to model examining reasoning
3. Use pictures and graphic organizers to examine reasoning
4. Use proofs to confirm an answer, ( written and/or pictorial representations)

Scaffold Student Autonomy

Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task.

Helping Students Revise their Knowledge

Activities:

1. Use math journals to summarize in their own words key concepts learned and what is still misunderstood
2. Use Exit Cards or Logic Response cards to reflect on what has been learned
3. Develop and revise concept maps

Helping Students Engage in Complex Tasks

Activities:

1. Use problem solving tasks to generate and test a hypothesis, (use proofs to confirm a prediction or an estimation, extend a bar or line graph, extend numerical patterns observed in charts or tables).
2. Use manipulatives to create models of complex mathematical problems

Demonstrated Independence

Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

1. Provide practices sessions that help to develop mathematical fluency such as the use of student practice charts
2. Provide assignments that require students to apply their knowledge to real world problems, ( compare and contrast, analyze data, draw conclusions).

Social Studies

Tier 1

Scaffold Instruction

Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. Staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses.

Identifying Critical Content

Activities:

1. Use Student Friendly Performance scales or rubrics to target critical content
2. Have students identify their own learning goals.
3. Use Visual Cueing to recognize or recall specific vocabulary or details for the reading assignment.
4. Use Verbally Cue Critical Content such as active journaling or student response cards
5. Monitor students to observe behaviors such as, listening silently, and highlighting key words or details to determine if students can differentiate between critical and non critical content.
6. Use student's background knowledge to identify critical content
7. Use advance graphic organizers, ( 3 circle-Venn diagrams and bubble maps)

Preview New Content

Activities:

1. Use KWL/RAN charts to activate prior knowledge
2. Use Anticipation Guides
3. Brainstorming Activities
4. Use Question Prompts or Preview Questions
5. Use Video Segments
6. Conduct Pair/Share Exercises
7. Establish Collaborative Groupings
8. Use Skimming such as SQ3R
9. Take a picture walk through a picture book

Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. Staff will design activities that engage students in asking cognitively complex questions to support critical thinking.

Helping Students Process Content

Activities:

1. Use Compare and Contrast Matrix to identify similarities and differences or examples and non-examples of key terms and content
2. Use Jig Saw Cooperative Learning
3. Chunking Informational Text
4. Summarizing and note taking
5. Using advance graphic organizers
6. Play vocabulary word games
7. Non-linguistic representation,( illustrate words and concepts, role play, use symbols, create a visual mode)
8. Body representation of key concepts

Helping Students Elaborate on Content

Activities:

1. Use elaborative questioning strategies, (inferences, beyond the text, default/background knowledge, analysis of content, question the author)
2. Role Play historical elements

Helping Students Record and Represent Knowledge

Activities:

Analytical & Critical Metacognition

Instructional staff will demonstrate and model metacognitive practice for all students. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning.

Examine Similarities and Differences

Activities:

1. Classification open-ended or closed word sort
2. Compare and contrast matrix of story elements from different stories
3. Create analogies and metaphor
4. Advance Graphic Organizers, (Double-Bubbles Diagrams)
5. Use Classification Charts

Examine Reasoning

Activities:

1. Produce and defend claims
2. Identify errors in misinformation, (faulty logic, attacks, weak reference and misinformation)
3. Examine support or evidence for a claim

Scaffold Student Autonomy

Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task.

Helping Students Revise their Knowledge

Activities:

1. Use advance KWHL chart to revisit misunderstanding and record correction.
2. Academic Notebook Review, Students examine notes and activities previously recorded in their notebooks. Students ask questions about the recorded information and share any changes made in their thinking.

Helping Students Engage in Complex Tasks

Activities:

1. Use problem solving, decision making or investigative tasks that require students to generate and test a hypothesis regarding key historical events
2. Use Project Base assignments to make real world applications.

Demonstrated Independence

Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

Activities:

1. Provide practices sessions that help to develop fluency in reading such as the use of student practice charts
2. Have students design their own tasks to solve real world problems informed by the teacher.

Science

Tier 1

Scaffold Instruction

Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. Staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses.

Identifying Critical Content

Activities:

1. Use Student Friendly Performance scales or rubrics to target critical content
2. Have students identify their own learning goals.
3. Use Visual Cueing to recognize or recall specific vocabulary or details for the reading assignment.
4. Use Verbally Cue Critical Content such as active journaling or student response cards
5. Monitor students to observe behaviors such as, listening silently, and highlighting key words or details to determine if students can differentiate between critical and non critical content.
6. Use student's background knowledge to identify critical content
7. Use advance graphic organizers, ( 3 circle-Venn diagrams and bubble maps)

Preview New Content

Activities:

1. Use KWL/RAN charts to activate prior knowledge
2. Use Anticipation Guides
3. Brainstorming Activities
4. Use Question Prompts or Preview Questions
5. Use Video Segments
6. Conduct Pair/Share Exercises
7. Establish Collaborative Groupings
8. Use Skimming such as SQ3R
9. Take a picture walk through a picture book

Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. Staff will design activities that engage students in asking cognitively complex questions to support critical thinking.

Helping Students Process Content

Activities:

1. Use Compare and Contrast Matrix to identify similarities and differences or examples and non-examples of key terms and content
2. Use Jig Saw Cooperative Learning
3. Use Chunking to comprehend the informational text
4. Summarizing and note taking
5. Using advance graphic organizers
6. Play vocabulary word games
7. Non-linguistic representation,( illustrate words and concepts, role play, use symbols, create a visual mode)
8. Body representation of key concepts

Helping Students Elaborate on Content

Activities:

1. Use elaborative questioning strategies, (inferences, analysis of content, question the author)
2. Role Play story elements

.

Helping Students Record and Represent Knowledge

Activities:

1. Use advance graphic organizers, (Comparison Matrix. literature maps, lip-Flap foldabe, Story Maps)
2, Build note taking skills, ( picture notes, column notes and summaries)
3. Students keep interactive journals
4. Play games that focus on academic content

Analytical & Critical Metacognition

Instructional staff will demonstrate and model metacognitive practice for all students. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning.

Examine Similarities and Differences

Activities:

1. Classification open-ended or closed word sort
2. Compare and contrast matrix of
3. Create analogies and metaphor
4. Advance Graphic Organizers, (Double-Bubbles Diagrams)
5. Use Classification Charts

Examine Reasoning

Activities:

1. Produce and defend claims
2. Identify errors in misinformation, (faulty logic, attacks, weak reference and misinformation)
3. Examine support or evidence for a claim

Scaffold Student Autonomy

Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task.

Helping Students Revise their Knowledge

Activities:

1. Use advance KWHL chart to revisit misunderstanding and record correction.
2. Academic Notebook Review, Students examine notes and activities previously recorded in their notebooks. Students ask questions about the recorded information and share any changes made in their thinking.

Helping Students Engage in Complex Tasks

Activities:

1. Use problem solving, decision making or investigative tasks that require students to generate and test a hypothesis.

Demonstrated Independence

Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

Activities:

1. Provide practices sessions that help to develop fluency in reading informational text such as the use of student practice charts
2. Have students design their own investigations and experiments using the scientific method and research projects to solve real world problems.

## Component 2: Schoolwide Reform Strategies

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

Coleman A. Young Elementary School will implement the Multi-Tier System of Support (MTSS) as a framework to create tiered instructional plans that target specific students' needs. As the goal of all our instruction, throughout the MTSS framework. Coleman A. Young Elementary school will use the Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor, as a Tier I Instructional model to support all students in acquiring the skills and strategies necessary for all core content area.

The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor includes:
1. Scaffold Instruction
Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. (Previewing new content)
Instructional staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses. (Identifying critical content)
2. Application of Knowledge
Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. (Helping students elaborate on content) Instructional staff will design activities that engage students in asking cognitively complex questions to support critical thinking. Create their own representation of the content and processes in which they are interacting including more abstract representation of content. (Helping students record and represent knowledge)
3. Analytical & Critical Metacognition
Instructional staff will demonstrate and model metacognitive practice for all students. Staff will engage students in activities that examine specific details as well as "big ideas" to deepen their thinking throughout the learning cycle. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. (Helping students examine similarities and differences) Instructional staff will demonstrate and model metacognitive practice for all students. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning. Staff will design activities in which students will analyze information for errors and critique content for overall logic in arguments. (Helping students examine their reasoning)
4. Scaffold Student Autonomy
Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. (Helping student revise knowledge) Instructional staff will engage students in cognitively complex task. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task. (Helping students engage in cognitively complex task)
5. Demonstrated Independence
Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

Citation
Marzano, R. J., & Toth, M. D. (2014). Teaching for rigor: A call for critical instructional shift: Why essential shifts in instruction are necessary for teachers and students to succeed with college and career readiness standards. Learning Science Marzano Center, West Palm Beach, Fl. March, 3-23.

Reading

Tier 1

Scaffold Instruction

Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. Staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses.

Identifying Critical Content

Activities:

1. Use Student Friendly Performance scales or rubrics to target critical content
2. Have students identify their own learning goals.
3. Use Visual Cueing to recognize or recall specific vocabulary or details for the reading assignment.
4. Use Verbally Cue Critical Content such as active journaling or student response cards
5. Monitor students to observe behaviors such as, listening silently, and highlighting key words or details to determine if students can differentiate between critical and non critical content.
6. Use student's background knowledge to identify critical content
7. Use advance graphic organizers, ( 3 circle-Venn diagrams and bubble maps)

Preview New Content

Activities:

1. Use KWL/RAN charts to activate prior knowledge
2. Use Anticipation Guides
3. Brainstorming Activities
4. Use Question Prompts or Preview Questions
5. Use Video Segments
6. Conduct Pair/Share Exercises
7. Establish Collaborative Groupings
8. Use Skimming such as SQ3R
9. Take a picture walk through a picture book

Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. Staff will design activities that engage students in asking cognitively complex questions to support critical thinking.

Helping Students Process Content

Activities:

1. Use Compare and Contrast Matrix to identify similarities and differences or examples and non-examples of key terms and content
2. Use Jig Saw Cooperative Learning
3. Chunking narrative and informational text
4. Summarizing and note taking
5. Using advance graphic organizers
6. Play vocabulary word games

7. Non-linguistic representation,( illustrate words and concepts, role play, use symbols, create a visual mode)
8. Body representation of key concepts

Helping Students Elaborate on Content
Activities:
1. Use elaborative questioning strategies, (inferences, beyond the text, default/background knowledge, analysis of content, question the author)
2. Role Play story elements

Helping Students Record and Represent Knowledge
Activities:
1. Use graphic organizers, (Comparison Matrix. literature maps, lip-Flap foldabe, Story Maps)
2, Build note taking skills, ( picture notes, column notes and summaries)
3. Students keep interactive journals
4. Retelling of Stories, (comic strips, illustrations, sentence strips, summarizing, sequencing)
6. Reflect on thinking during journaling
7. Use Who, What, When Question Cards
8. Use response cards, exit cards, Think Logs and white boards
9. Play games that focus on academic content

Analytical & Critical Metacognition
Instructional staff will demonstrate and model metacognitive practice for all students. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning.

Examine Similarities and Differences
Activities
1. Classification open-ended or closed word sort
2. Compare and contrast matrix of story elements from different stories
3. Create analogies and metaphor
4. Advance Graphic Organizers, (Double-Bubbles Diagrams)
5. Use Classification Charts

Examine Reasoning
Activities:
1. Produce and defend claims
2. Identify errors in misinformation, (faulty logic, attacks, weak reference and misinformation)
3. Examine support or evidence for a claim

Scaffold Student Autonomy
Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition

throughout their level of learning building capacity for complex task.

Helping Students Revise their Knowledge
Activities:
1. Use advance KWHL chart to revisit misunderstanding and record correction.
2. Academic Notebook Review, Students examine notes and activities previously recorded in their notebooks. Students ask questions about the recorded information and share any changes made in their thinking.

Helping Students Engage in Complex Tasks
Activities:
1. Use problem solving, decision making or investigative tasks that require students to generate and test a hypothesis such as modifying the story elements within a text, create a problem and solve it.

Demonstrated Independence
Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.
1. Provide practices sessions that help to develop fluency in reading such as the use of student practice charts
2. Have students design their own tasks to solve real world problems informed by the teacher.

Writing:
Tier 1

Scaffolding Instruction
Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. Staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses.

Modeling, explaining, and demonstrating are essential teaching activities if all children are to learn to write. Teachers model the writing processes by engaging while children observe. Composing a list of things needed for a project provides a model of one function of writing. Talking about how a newspaper story made us worry provides a model of response to text.

Identifying Critical Content
Activities:
1. Thinking Maps
2. T charts
3. Venn Diagrams
4. Cause & Effect links
5. Think pair share
6. Video segments/video think sheets
7. Active engagement
8. RAN charts (reading & activating Non-fiction activates prior knowledge)
9. Use student friendly rubrics, goals and scales

Preview New Content

Activities:

1. QAR-question answer relationship
2. Use video segments to introduce real world topics
3. Journals
4. Writing folders
5. Writing prompts
6. Alpha-boxes
7. Double Descriptors
8. Key word Strategy
9. Activate Prior Knowledge

Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. Staff will design activities that engage students in asking cognitively complex questions to support critical thinking.

Helping students process content

Activities:

1. Create analogies to see how dissimilar things are similar, increasing our understanding of new information. Ex: core is to earth as nucleus is to atom.
2. Classifying
3. Sequencing what happened first, next, then, finally.
4. Writing Process
5. Advanced graphic organizers
6. Quick writes
7. Note taking
8. Writing portfolios

Helping Students record and represent knowledge

Activities:

1. Writing portfolios
2. Journals
3. Power point
4. Graphic organizers
5. Research projects
6. Turning notes into sentences
7 . I used to think, but now I know
8. Use response cards, exit tickets
9. Outlines

Analytical & Critical Metacognition

Instructional staff will demonstrate and model metacognitive practice for all students. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning.

Examine similarities and differences

Activities:

1. Advanced graphic organizers
2. Open-ended writing prompts
3. Inside Out writing program
4. Venn Diagrams
5. Accountable Talk

Examine Reasoning

Activities:

1. Peer edit
2. Cite sources
3. Examine evidence for research

Scaffold Student Autonomy

Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task.

Helping Students Revise their Knowledge

Activities:

1. Peer editing and revisions
2. Think Alouds
3. Self evaluate using writing student friendly rubrics and or performance scales

Helping Students Engage in Complex Tasks

Activities:

1. Students rewrite a story with a new ending
2. Publish written pieces developed using the writing process
3. Collaborate with other students to produce a written product, (school newsletter, letter to a community representative,

Demonstrated Independence

Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

Activities:

1. Use planning notes, advance graphic organizers to create writing portfolios of different genres

Math

Scaffold Instruction

Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. Staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses.

Identifying Critical Content

Activities:

1. Use KWL/RAN charts to activate prior knowledge
2. Use Anticipation Guides
3. Brainstorming Activities
4. Use Question Prompts or Preview Questions
5. Use Video Segments
6. Conduct Pair/Share Exercises
7. Establish Collaborative Groupings
8. Use student friendly performance scales and rubrics

Preview New Content

Activities:

1. Use of video segments to introduce topic and real world examples
2. Use of manipulatives to introduce content concretely
3. Interactive journals
4. Modeling
5. Center activities from Pearson
6. Use Visual Cueing to recognize or recall specific vocabulary or details for the reading assignment.
7. Use Verbally Cue Critical Content such as active journaling or student response cards

Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. Staff will design activities that engage students in asking cognitively complex questions to support critical thinking.

Helping students process content

Activities:

1. Create analogies to see how dissimilar things are similar, increasing our understanding of new information. Ex: core is to earth as nucleus is to atom.
2. Home math projects
3. Peer tutoring (same grade or grade above)
4. Advanced graphic organizers
5. Quick writes
6. Note taking

Helping Students Record and Represent Knowledge

1. Use of various manipulatives
2. Use of real world examples of math concepts
3. Use of drawings
4. Interactive journals
5. Use response cards, exit cards, white boards
6. Play games that focus on academic content
7. Students brainstorm real world application of concept

Analytical & Critical Metacognition

Instructional staff will demonstrate and model metacognitive practice for all students. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning.

Examine similarities and differences

Activities:

1. Advanced graphic organizers
2. Open-ended writing prompts
3. Accountable Talk

Examine Reasoning

Activities:

1. Introduce students to errors in common thinking such as faulty logic
2. Use Think Aloud to model examining reasoning
3. Use pictures and graphic organizers to examine reasoning
4. Use proofs to confirm an answer, ( written and/or pictorial representations)

Scaffold Student Autonomy

Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task.

Helping Students Revise their Knowledge

Activities:

1. Use math journals to summarize in their own words key concepts learned and what is still misunderstood
2. Use Exit Cards or Logic Response cards to reflect on what has been learned
3. Develop and revise concept maps

Helping Students Engage in Complex Tasks

Activities:

1. Use problem solving tasks to generate and test a hypothesis, (use proofs to confirm a prediction or an estimation, extend a bar or line graph, extend numerical patterns observed in charts or tables).
2. Use manipulatives to create models of complex mathematical problems

Demonstrated Independence

Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

1. Provide practices sessions that help to develop mathematical fluency such as the use of student practice charts
2. Provide assignments that require students to apply their knowledge to real world problems, ( compare and contrast, analyze data, draw conclusions).

Social Studies

Tier 1

Scaffold Instruction

Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. Staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses.

Identifying Critical Content

Activities:

1. Use Student Friendly Performance scales or rubrics to target critical content
2. Have students identify their own learning goals.
3. Use Visual Cueing to recognize or recall specific vocabulary or details for the reading assignment.
4. Use Verbally Cue Critical Content such as active journaling or student response cards
5. Monitor students to observe behaviors such as, listening silently, and highlighting key words or details to determine if students can differentiate between critical and non critical content.
6. Use student's background knowledge to identify critical content
7. Use advance graphic organizers, ( 3 circle-Venn diagrams and bubble maps)

Preview New Content

Activities:

1. Use KWL/RAN charts to activate prior knowledge
2. Use Anticipation Guides
3. Brainstorming Activities
4. Use Question Prompts or Preview Questions
5. Use Video Segments
6. Conduct Pair/Share Exercises
7. Establish Collaborative Groupings
8. Use Skimming such as SQ3R
9. Take a picture walk through a picture book

Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. Staff will design activities that engage students in asking cognitively complex questions to support critical thinking.

Helping Students Process Content

Activities:

1. Use Compare and Contrast Matrix to identify similarities and differences or examples and non-examples of key terms and content
2. Use Jig Saw Cooperative Learning
3. Chunking Informational Text
4. Summarizing and note taking
5. Using advance graphic organizers
6. Play vocabulary word games

7. Non-linguistic representation,( illustrate words and concepts, role play, use symbols, create a visual mode)
8. Body representation of key concepts

Helping Students Elaborate on Content
Activities:
1. Use elaborative questioning strategies, (inferences, beyond the text, default/background knowledge, analysis of content, question the author)
2. Role Play historical elements

Helping Students Record and Represent Knowledge
Activities:
Analytical & Critical Metacognition
Instructional staff will demonstrate and model metacognitive practice for all students. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning.

Examine Similarities and Differences
Activities:
1. Classification open-ended or closed word sort
2. Compare and contrast matrix of story elements from different stories
3. Create analogies and metaphor
4. Advance Graphic Organizers, (Double-Bubbles Diagrams)
5. Use Classification Charts

Examine Reasoning
Activities:
1. Produce and defend claims
2. Identify errors in misinformation, (faulty logic, attacks, weak reference and misinformation)
3. Examine support or evidence for a claim

Scaffold Student Autonomy
Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task.

Helping Students Revise their Knowledge
Activities:
1. Use advance KWHL chart to revisit misunderstanding and record correction.
2. Academic Notebook Review, Students examine notes and activities previously recorded in their notebooks. Students ask questions about the recorded information and share any changes made in their thinking.

Helping Students Engage in Complex Tasks

Activities:

1. Use problem solving, decision making or investigative tasks that require students to generate and test a hypothesis regarding key historical events

2. Use Project Base assignments to make real world applications.

Demonstrated Independence

Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

Activities:

1. Provide practices sessions that help to develop fluency in reading such as the use of student practice charts
2. Have students design their own tasks to solve real world problems informed by the teacher.

Science

Tier 1

Scaffold Instruction

Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. Staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses.

Identifying Critical Content

Activities:

1. Use Student Friendly Performance scales or rubrics to target critical content
2. Have students identify their own learning goals.
3. Use Visual Cueing to recognize or recall specific vocabulary or details for the reading assignment.
4. Use Verbally Cue Critical Content such as active journaling or student response cards
5. Monitor students to observe behaviors such as, listening silently, and highlighting key words or details to determine if students can differentiate between critical and non critical content.
6. Use student's background knowledge to identify critical content
7. Use advance graphic organizers, ( 3 circle-Venn diagrams and bubble maps)

Preview New Content

Activities:

1. Use KWL/RAN charts to activate prior knowledge
2. Use Anticipation Guides
3. Brainstorming Activities
4. Use Question Prompts or Preview Questions
5. Use Video Segments
6. Conduct Pair/Share Exercises
7. Establish Collaborative Groupings
8. Use Skimming such as SQ3R
9. Take a picture walk through a picture book

Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting

evidence. Staff will design activities that engage students in asking cognitively complex questions to support critical thinking.

Helping Students Process Content

Activities:

1. Use Compare and Contrast Matrix to identify similarities and differences or examples and non-examples of key terms and content
2. Use Jig Saw Cooperative Learning
3. Use Chunking to comprehend the informational text
4. Summarizing and note taking
5. Using advance graphic organizers
6. Play vocabulary word games
7. Non-linguistic representation,( illustrate words and concepts, role play, use symbols, create a visual mode)
8. Body representation of key concepts

Helping Students Elaborate on Content

Activities:

1. Use elaborative questioning strategies, (inferences, analysis of content, question the author)
2. Role Play story elements

.

Helping Students Record and Represent Knowledge

Activities:

1. Use advance graphic organizers, (Comparison Matrix. literature maps, lip-Flap foldabe, Story Maps)
2, Build note taking skills, ( picture notes, column notes and summaries)
3. Students keep interactive journals
4. Play games that focus on academic content

Analytical & Critical Metacognition

Instructional staff will demonstrate and model metacognitive practice for all students. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning.

Examine Similarities and Differences

Activities:

1. Classification open-ended or closed word sort
2. Compare and contrast matrix of
3. Create analogies and metaphor
4. Advance Graphic Organizers, (Double-Bubbles Diagrams)
5. Use Classification Charts

Examine Reasoning

Activities:

1. Produce and defend claims
2. Identify errors in misinformation, (faulty logic, attacks, weak reference and misinformation)
3. Examine support or evidence for a claim

Scaffold Student Autonomy
Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task.

Helping Students Revise their Knowledge
Activities:
1. Use advance KWHL chart to revisit misunderstanding and record correction.
2. Academic Notebook Review, Students examine notes and activities previously recorded in their notebooks. Students ask questions about the recorded information and share any changes made in their thinking.

Helping Students Engage in Complex Tasks
Activities:
1. Use problem solving, decision making or investigative tasks that require students to generate and test a hypothesis.

Demonstrated Independence
Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.
Activities:
1. Provide practices sessions that help to develop fluency in reading informational text such as the use of student practice charts
2. Have students design their own investigations and experiments using the scientific method and research projects to solve real world problems.

**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).**

ENGLISH LANGUAGE ARTS/READING (Strategy)
Teachers will place students who are 1 - 1 1/2 years below grade on the STAR Reading assessment and have moderate decoding and comprehension skills in small guided reading groups of 6-10 students. Teachers will place students who are two years below grade level on the Star assessment and have limited decoding and comprehension skills in small pull-out groups of 1-4 students for intensive intervention. Teachers will use customized lessons for grades K-2. Teachers will used STAR generated lessons for grades 3-5. Students identified for tier 2 and 3 in grades k-3 will also participate in the Guided Reading and writing program daily. Teachers will progress monitor at least every 4 weeks to assess student achievement levels in reading.

The small pull out groups will be taught by trained Para-Professionals who are managed by a highly qualified teacher in grades K - 2 or trained volunteers from a community partner organization. Reading Recovery services will be provided to first grade students. The small reading groups will be taught by the assigned homeroom teacher in grades 3 - 5. Teachers, Para Professionals and volunteers will provide reading interventions to students in small pull out groups in grades K-2 and small reading groups in grades 3-5 for 30 minutes daily. Time has been allocated within the school schedule for assigned teachers to provide intense intervention instruction in reading for grades 3, 4 and 5. Para Professionals and volunteers will pull students in grades K-2 out during the 120 minutes reading block.

Students are pulled out and receive accelerated instruction in designated classrooms with their assigned Para Professional, volunteer or teacher in the Reading Intervention Room or in an alternate classroom. Students who are not assigned to groups will remain in their assigned classroom and receive guided reading instruction within their ability groups or focus on targeted learning gaps through learning center activities.

ENGLISH LANGUAGE ARTS/WRITING (Strategy)
Grade level/content level teachers in grades k-5 created a common writing assessment and rubric using a a scale of 1-3. Students that were not proficient receive a rating of 1, students who were partially proficient received a rating of 2 and students who were proficient received a rating of 3.

Teachers will assign students who scored a 2 in grades K-2 or who scored 2-3 in grades 3-5 on the writing rubric to small ability groups for direct or guided instruction using writing strategies in our writing clinic and 6+ 1 writing traits. Teachers will schedule students who scored a 1 in grades K-2 or who scored 1-2 in grades 3-5 on the writing rubric to participate in the writing clinic and receive guided instruction on the writing process and the 6+1 writing traits. Students identified for Tier II and III in grades K-3 will also participate in the Guided Reading and writing program daily. Teachers will progress monitor every 4 weeks to assess student achievement levels in writing.

The Title One Writing Teacher and homeroom teachers will provide the accelerated instruction in grades K-2. Title One Writing Teacher and ELA Classroom Teacher will provide the accelerated instruction in grades 3-5.

Students who scored a 1 on the writing rubric will receive guided instruction in the writing clinic at least twice per week. Students who scored a 2 will receive guided instruction in the writing clinic at least once per week. Students who scored a 2-3 in grades k-5 will receive instruction daily within their assigned ability groups.

Intensive intervention in writing will take place in the writing clinic for all grades, in the homeroom for grades K-2 and in the ELA classroom for grades 3-5. Students not assigned to the writing clinic will remain in their assigned classroom and receive guided writing instruction within their ability groups or focus on targeted learning gaps through learning center activities. Also, students can work on selected writing pieces using the writing process and 6+1 writing traits.

MATHEMATICS (Strategy)
Teachers will assign students who are partially proficient or are 1 - 1 1/2 years below grade on the STAR Math Assessment to small ability groups for guided instruction and to complete customized Accelerated Math assignments. Also, students will participate in learning centered activities. Students who are not proficient or two years below grade level on the STAR Math Assessment will be pulled out to receive direct instruction on targeted math standards. Teachers will use the instructional learning cycle or authentic assessments to monitor student achievement.

Homeroom teachers will provide guided or direct instruction to students who are partially proficient in grades K-2.Math teachers will provide guided instruction to partially proficient students in grades 3-5. Resource teachers will provide accelerated instruction to not proficient students in grades K-2.

Students assigned to ability groups will participate in guided mathematical instruction and use learning centers daily during the 90 minutes math block. Students who are pulled out will receive increased instructional time daily for 30 minutes during the 90 minutes math block. Time has been allocated within the school schedule for resource teachers to provide intense intervention instruction in math to not proficient students.

Ability groups assignments and guided instruction will take place in the mathematics classroom. Direct instruction for not proficient students will take place in the resource rooms. Students who are not receiving guided instruction or direct intensive instruction will completed independent assignment, revisit concepts through center based learning activities or peer tutor tier ll students.

SCIENCE(Strategy)
Teachers will assign Tier II students who are partially proficient to small ability groups. Students will receive guided and differentiated instruction within their ability group and participate in centered based learning activities to revisit targeted grade level expectations. Teachers will pull out Tier III students who are not proficient and provide direct differentiated instruction and learning based centers to target grade level expectations. Teachers will use the instructional learning cycle or authentic assessments to monitor student progress. The lead science teacher or teacher assistance will provide guided or direct instruction to students who are partially or not proficient in science.

Small group and center based learning instruction will take place within the classroom during scheduled science classes for grades K-2 and 3-5. Students will be exposed to learning centers at least twice per week, Direct instruction for grades K-2 will take place within the classroom during scheduled science classes at least once per week. Pull out for grades 3-5 will take place once per week for an increased time of 30 minutes. Pull out sessions will be conducted in the science classroom. Time for pull out small group instruction has been allocated within the school schedule.

Targeted interventions will take place in the science classrooms. Students who are not scheduled for intervention instruction in science will work on inquiry based assignments, complete independent work assignments or peer tutor tier ll students.

SOCIAL STUDIES (Strategy)
Students who are partially proficient or not proficient in social studies will be assigned to ability groups of 3-5 students for guided instruction. Students will participate in center based learning activities and use visual imagery strategies to target learning gaps. Students who are behind the farthest will attend after school tutoring for an increased time of 90 minutes per week. Teachers will use the instructional learning cycle or authentic assessments to monitor student achievement.

The homeroom teacher will provide the accelerated instruction to students in grades K-2.. The Social Studies teachers will provide the accelerated instruction to students in grades 3-5. Direct or guided instruction within ability groups will take place daily during the allocated time for social studies instruction in the school schedule in the social studies or homeroom classrooms. Students who are not scheduled for intervention instruction will have an option to revisit concepts at the learning centers, or complete independent work assignments or peer tutor tier ll students.

Culture and Climate
Teachers within grade level teams will target students in small groups or individually who need behavior management support and social skills instruction. Students who have at least three Level 1 or 2 code of conduct violations will be identified for behavior management support and social skills instruction. Grade level teachers will write and implement a behavior plan for targeted students and students will be scheduled in small groups for weekly conflict resolution classes.

Teaching and Learning Support
Teachers in need of instructional and learning supports will receive job embedded professional development in the core subject areas and use the Instructional Learning Cycle to monitor their effectiveness in the classroom.

Increasing the Quality and Quantity of Instruction Quality
ELA/Reading Strategies:  Small Group Intervention Instruction in ELA/Reading (quality improvement of instruction)

Reading teachers will assign Tier I, II and III students to ability groups to focus instruction and target learning gaps. Tier III students will be pulled out and placed in intensive small groups of 3-4 to receive direct instruction from the assigned Para Professional, Community Partner Volunteer or reading teacher. Tier I and II students will remain in the classroom with the homeroom teacher working independently at their assigned reading centers or engaged in guided reading activities within their assigned ability groups. Tier I students will also have the opportunity to peer tutor Tier II students.

VanderWeide, D. (2004). Different tools for different learners: Language arts activities to start using today. Peterborough, NH: Crystal Springs Books.

The author uses research from Gardner, Jensen and Tomlinson as a basis for differentiated and brain based activities using multiple intelligences. This is a set of activities to use as tools for collaboration, modeling, guided practice and independent practice when teaching language arts in K-5. The activities are designed to be used with whole group, small group and individual learners. The author has designed learning activities that are student centered rather than teacher centered.

Cunningham, P. M. (2000). Phonics they use: Words for reading and writing. New York: Longman.

The author sites a multitude of research that indicates what is known about what good readers do and what that means in terms of decoding skills. She then provides detailed activities to provide instruction and practice in phonemic awareness, phonics, spelling, high-frequency words, and vocabulary. She also indicates that all the activities suggested are multilevel to support all learners.

ELA/Writing Strategy:
Writers Workshop/Clinic
Classroom teachers will conduct the writers workshop for all students using writing strategies, (i.e. shared writing, the writing process and using authors to model writing genres). A Title One teacher will be hired to conduct a Writing Clinic for Tier II and III students. These students will participate in a writing clinic that uses a variety of differentiated and interactive strategies to teach the writing process. Tier II students will receive increase instruction for 30 minutes at least once per week. Tier III students will receive an additional 30 minutes of small group instruction at least 2 times per week. Tier I students will focus on developing their personal writing pieces to be placed in their portfolios.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

In this 2nd edition teachers are asked in the context of new research to revisit the nine instructional teaching strategies that have the greatest impact on student learning and achievement. Teachers gain new insights about how and why some strategies work more effectively than others. Teachers are guided in their selection and implementation of these strategies in order to: create an environment for learning that ensures an effective backdrop for every lesson; develop the students' understanding by using their prior knowledge as scaffolding for new learning; and help students expand their understanding and use of concepts and skills.

Mathematics Strategies:
Use of Manipulatives in Problem Solving
Teachers will integrate the use of manipulatives in their instructional program. Tier I,II and III students will participate in hands-on/minds-on activities that provide concrete models for problem solving in collaborative groups or individually. Tier I students will also have the opportunity to peer tutor Tier II students.

Minton, L. (2007). What if your ABCs were your 123s?: Building connections between literacy and numeracy. Thousand Oaks, CA: Corwin Press.

Minton makes connections between the ways children learn math and the ways they learn to read. She discusses similarities between literacy learning and mathematics learning. Using these similarities, she offers examples of ways in which the structures of reading and mathematics can be aligned and so consequently similar alignments can be made through instruction.

Silk, E. M., Higashi, R., Shoop, R., & Schunn, C. D. (2010). Designing technology activities that teach mathematics:. The Technology Teacher, v69(4), 21-27.

The authors stress that teaching mathematics in a technology classroom requires more than using mathematics with technology. It requires designing the lesson to focus, motivate, and highlight the mathematics in meaningful ways. Mathematics taught within well-designed technology education lessons provides students opportunities to learn math in contexts that they understand and that can lead to cross discipline connections.

Center Based Learning (quality improvement of instruction).
Teachers will engage students in interactive learning centers at least 3 time per week. This strategy supports the independent inquiry and practice by Tier I, II and III students through a variety of hands-on/minds-on activities.

Diller, D. (2011). Math work stations: Independent learning you can count on, K-2. Portland, Me.Stenhouse.

The author provides detailed instructions for setting up and running math centers. She offers advice on how to set up the centers, what materials to utilize, how to model and manage each work center. She offers centers as a creative yet effective practice for differentiating literacy practice. Her advice includes ways to keep students engaged, self-directed and accountable while working at their own pace and level.

SCIENCE
Strategies:
Inquiry Based Science
K-2 and 3-5 Science Teachers will implement inquiry based science lessons that support concrete and interactive experiences for all students. All students will engage in hands-on/minds-on science investigations using science process skills, the scientific method and STEM integrated lessons. All students will work in cooperative groups.

Karen Worth, Jeff Winokur & Sally Crissman. (2009). The essentials of science and literacy. Education Development Center, Inc.

According to research, effective science instruction has to provide students with hands-on experiences, must be interactive, and aligned with writing and literacy. It is indicated that constructive strategies should be taught through an inquiry-based approach which develops reasoning skills scientifically. Teachers should engage students in observations and explore concepts, design and conduct investigations, draw conclusions and communicate findings through reading, oral discussions and writing.

Jackson, M., Heil, D., Chadde, J., & Hutzler, N. (2011). Family engineering: An activity & event planning guide. Portland, OR: Foundation for Family Science and Engineering.

Family Engineering activities are designed for children from 7-12 years old, their parents and family. All of the activities designed with the

STEAM initiative in mind while offering participants choices designed to increase motivation and engagement. A framework for implementing a school/family event is provided with take home activity being an acceptable option. All of the activities encourage an interest in engineering, problem solving strategies, questioning, and support science and mathematics thinking.

Cooperative Learning Groups (quality improvement of instruction)-Tier I, II and III students interact socially using norms established by the teacher to support the use of higher order thinking skills during group interaction.

Smith, K. A., Sheppard, S. D., Johnson, D. W. and Johnson, R. T. (2005), Pedagogies of engagement: Classroom-based practices. Journal of engineering education, 94: pp. 87-101.

Educators, researchers, and policy makers have advocated student involvement for some time as an essential aspect of meaningful learning. Educators have implemented several means of better engaging their students, including active and cooperative learning, learning communities, service learning, cooperative education, inquiry and problem-based learning, and team projects. This paper focuses on classroom-based pedagogies of engagement, particularly cooperative and problem-based learning. It includes a brief history, theoretical roots, research support, summary of practices, and suggestions for redesigning engineering classes and programs to include more student engagement. The paper also lays out the research ahead for advancing pedagogies aimed at more fully enhancing students' involvement in their learning.

SOCIAL STUDIES
Strategies:
Differentiated Instruction (quality improvement of instruction)
Teachers will implement research-based best instructional strategies for all students in the areas of instruction identified within the school improvement plan utilizing the Common Core State Standards.

Carol Ann Tomlinson. The differentiated classroom, ASCD. April, 1999. Alexandria, V. Chapter 2. pgs.9-16,47-60.

According to research, teachers need to develop lesson plans that respond to students' learning differences and attend to individual learning styles and modalities; articulate concepts and skills of each subject with clarity; use assessment data to modify concept-based and skill-based instruction through content, process and products. In a differentiated classroom, teachers and students need to work in a cooperative learning environment that shows respect, established norms and flexible grouping in order to target instruction and meet the needs of where students are in order to maximize growth.

Instructional Learning Cycle
The Instructional Learning Cycle will be used in all core subject areas. Grade Level Teachers will target student learning gaps for tier 2 and tier 3 students and create common lessons and assessments that supports a continuous use of data to inform instruction and increase student achievement.

Ainsworth, L., Briggs, D. C., Wiggs, M. D., Besser, L., & Almeida, L. (2012). Navigating assessment and collaboration with the common core state standards. Englewood, CO: The Leadership and Learning Center.

The text focuses on the CCSS and implementation strategies for a school or school system. It provides information to help schools redesign their instruction and assessments so both are aligned with the CCSS. The authors explain how to analyze and deconstruct specific standards so teachers will know exactly what students need to know and be able to do. Graphic organizers are provided to help educators in the work of redesigning curriculum and instruction to meet the CCSS. It also provides support for data teams and professional learning communities

as they address student needs.

Quantity
Strategy: Increased Instructional time
School-wide Extended School Year ( quantity extra time)
Teachers assigned to Coleman A. Young Elementary/ Priority School will provide instruction for an additional 20 days to all students in the subject areas of ELA/Reading, ELA/Writing, Math, Science and Social Studies. Students will be taught using the Multi-Tiered Student Support Model.

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M.(2008).Turning around chronically low-performing schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

This guide identifies practices that can improve the performance of chronically low-performing schools. It provides an overview of the characteristics commonly associated with priority schools and makes recommendations for school turnaround initiatives. These recommendations include the need for strong leadership, a consistent focus on improving instruction, making visible improvements early in the turnaround process and building a committed staff. Use of time is a key component of improving instruction and includes extending time for instruction to increase student achievement.

ELA/Reading
Reading teachers, Community Partner Volunteer or Para Professionals will provide an additional 30 minutes of small group instruction daily on targeted learning gaps to tier 3 students using the Common Core State Standards. Tier 3 students will be pulled out and placed in intensive small groups of 3-4 to receive direct instruction from the assigned Para Professional or reading teacher. Tier 1 and 2 students will remain in the classroom with the homeroom teacher working independently at their assigned reading centers or engaged in guided reading activities within their assigned ability groups. Tier 1 students will also have the opportunity to peer tutor tier 2 students.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D.
(2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

This guide offers five specific recommendations to help educators identify struggling readers and
implement evidence-based strategies to promote their reading achievement. Teachers and reading specialists can utilize these strategies to implement RtI and multi-tier intervention methods and frameworks at the classroom or school level. Recommendations cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress.

ELA/Writing
Writers Workshop/Clinic (quantity extra time/quality improvement of instruction)
Classroom teachers will conduct the writers workshop for all students using writing strategies, (i.e. shared writing, the writing process and using authors to model writing genres). A Title One teacher will be hired to conduct a Writing Clinic for tier 2 and 3 students. These students will participate in a writing clinic that uses a variety of differentiated and interactive strategies to teach the writing process. Tier 2 students will receive increase instruction for 30 minutes at least once per week. Tier 3 students will receive an additional 30 minutes of small group instruction at least 2 times per week. Tier 1 students will focus on developing their personal writing pieces to be placed in their portfolios.

Graham, S., A., Booth Olson, C., D'Aoust, C., Mac Arthur, McCutchen, D., & Olinghouse, N. (2012). Teaching elementary students to be effective writers. Prepared by the National Center for Education Evaluation and Regional Assistance Institute of Education Sciences June 2012.

As noted in the article, "Teaching Elementary School Students to Be Effective Writers", students can only become proficient writers after acquiring and polishing the basic skills of writing. In other words, students need to become fluent with handwriting, spelling, sentence structure, typing, and word processing. According to the authors, Graham, Booth, D' Aoust, MacArthur, Mc Cutchen, & Olinghouse, students need to generate strong, interesting sentences that vary in length and complexity in order to show their knowledge of writing and to engage readers.

MATHEMATICS

Increased Instructional Time in Math

Resource teachers will provide an additional 30 minutes of small group instruction to tier 3 students daily. These teachers will support learners through pull-out and direct instruction. Students will be assigned individual skill based assignments utilizing Accelerated Math. Tier 1 and tier 2 students will be engaged in learning centers in their classrooms using math manipulatives or receiving guided instruction within their ability groups. Tier 1 students will also have the opportunity to peer tutor tier 2 students.

Tomlinson, A. C. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms (2nd Edition).Alexandria, VA: Association of Supervision and Curriculum Development(ASCD).

This book provides guidance for teachers who want to incorporate the principles and strategies of differentiated instruction in a student centered learning environment. The author emphasizes the following ideas: that learning experiences are based on the diagnosis of student readiness, interest and/or learning profile, content and activities should be based on the varying needs of the learner, students should participate in engaging work, the teacher must coordinate use of time, space and activities, and student groupings must be flexible to support the learner.

SCIENCE

Increased Learning Time in Science

K-2 and 3-5 science teachers will assign tier 2 students to selected learning centers to revisit and to practice targeted learning gaps. Tier 2 and tier 3 students are placed in small groups of 4-5 and can access centers a least twice per week while tier 1 students are engaged in science inquiry activities. One day per week has been identified for intense intervention. Tier 3 students will be placed in groups of 3-4 and pulled out for 25 minutes of intensive/direct instruction on this day.

SOCIAL STUDIES

Increased Leaning Time in Science

Teachers will place students in ability groups using the district's grade level pre/post assessment results. Teachers will implement direct interactive instructional strategies for all students and differentiated strategies and learning based centers for tier 2 and 3 students. Tier 1 students will work on individual assignments, peer tutor, or work on project based learning assignments.

Tomlinson, A. C. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms (2nd Edition).Alexandria, VA: Association of Supervision and Curriculum Development(ASCD).

This book provides guidance to teachers who want to incorporate the principles and strategies of differentiated instruction in a student centered learning environment. The author emphasizes the following ideas: that learning experiences are based on the diagnosis of student readiness, interest and/or learning profile, content and activities should be based on the varying needs of the learner, students should participate in engaging work, the teacher must coordinate use of time, space and activities, and student groupings must be flexible to support the learner.

Climate and Culture Strategy 1:
Student Attendance Support - Teachers will monitor student attendance rates and provide positive incentives using an online interactive tool called Class DoJo.

Research Cited: United States. U.S. Department of Education. Reducing Behavior Problems in the Elementary School Classroom. By Michael 313 Epstein, 313.

[Washington, D.C.]: National Center for Education Evaluation and Regional Assistance, 2008. Print.
The panel utilized a variety of research sources and offered five recommendations for reducing the frequency of several of the most common types of behavioral problems among elementary students. Their recommendations included: identify the specifics of the problem behavior and the conditions under which it appears, modify the classroom learning environment to decrease problem behavior, teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate and assess whether school wide behavior problems warrant adopting school wide strategies or programs and to implement ones shown to reduce
negative and foster positive interactions.

Herman, Rebecca, Priscilla Dawson, Thomas Dee, Jay Greene, Rebecca Maynard, Sam Redding, and Marlene Darwin. "Turning Around Chronically Low-Performing Schools." National Center for Education Evaluation and Regional Assistance (2008): 1-43. Print.
The panel analyzed the need for and made specific recommendations for implementation of and determination of success in turning around low-performing schools. Recommendations included: signaling the need for dramatic change with

Strategy 2:
Positive Behavior Support - The school staff will utilize best practices from the Positive Behavior Support Model by providing direct and explicit rules, routines and consequences to students.

Research Cited: Turnbull, A., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Freeman, R., Guess, D., Lassen, S.,McCart, A., Park, J., Riffel, L., Turnbull, R.,
&Warren, J. (2002). A Blueprint for Schoolwide Positive Behavior Support: Implementation of Three Components. Council for Exceptional Children. (68) 3, 377-402.

This article outlines the different components which makes up the Positive Behavior Support plan. There are three support areas; universal support, group support and an individual support. These components work as a continuum to for student involvement. As the continuum moves down the scale the intensity increases as the number of student decrease. The outline components focuses in on 3 key areas of the school; classroom, non-classroom and on the individual student.
Meyen, E.L. The Online Academy: Linking teacher education to advances in research. Lawrence, KS: University of Kansas Center for Research on Learning. (2000).

University State Department, Office of Special Education Programs.

This articles give you an overview of Positive Behavior Support. What it is, what it does and who implement it. Positive Behavior Support is an enterprise that strongly advocates for students who engage in problem behavior. What it does; Positive Behavior Support is an approach for helping these students develop social and communication skills and to create a positive environment for learning and social growth. The implementation comes from the entire school community, administration, teacher, other staff and student.

Teaching and Learning Supports

All teachers will collaborate to provide academic support to the core content areas by 07/29/2016 as measured by an increase of 5% proficiency in all core content areas.

Strategy:
Professional Community Network - Teachers will learn effective instructional practices in a collaborative learning environment to support an increase in student achievement.

Research Cited: Eaker, Robert, and Deborah Gonzalez. "Leading in Professional Learning Communities."National Forum of Educational Administration 24.1 (2007-2007): 1-4. Print.

This article claims that strong leadership is required to build the most effective professional learning communities. The article further claims leaders should establish clear priorities and parameters for expectations.

DuFour, Richard. "What Is a Professional Learning Community?" Educational Leadership (204): 6-11. Print.

The article strives to define the core principles or "big ideas" of the work of professional learning communities. According to the author the major work of a professional learning community should include: ensuring that students learn, a culture of collaboration, and a focus on results.

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

Coleman A. Young Elementary School will implement the Multi-Tier System of Support (MTSS) as a framework to create tiered instructional plans that target specific students' needs. As the goal of all our instruction, throughout the MTSS framework. Coleman A. Young Elementary school will use the Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor, as a Tier I Instructional model to support all students in acquiring the skills and strategies necessary for all core content area.

The state, district and teacher created common assessments are analyzed by the staff, (i.e. instructional specialists, data team and grade level teams) to determine student rankings and tier assignments for the core subject areas. Students identified as one to two years below grade level, partially or not proficient will be identified for tier 2 or tier 3 intervention strategies as outlined in the school improvement plan. Teachers will engage students in relevant learning experiences that increase student achievement. Teachers will target learning gaps through the use of individual learning plans, data informed intervention strategies and progress monitoring.

ENGLISH LANGUAGE ARTS/READING

Data Resource: Achievement and Process

Instructional Focus: For grades K-2, the standards addressed will be CCSS RF1.3, applying grade level phonics and decoding skills. For grades 3-5 the target will be CCSS RL 3-5.2, determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Strategies:
Teachers will implement The Progressive Cycle of Learning (PCL) - Marzano's Essentials for Achieving Rigor as an Instructional model to support all K-5 students, leveled readers, differentiation, peer tutoring, graphic organizers and individual student learning plans. Tier I Students are taught at their achievement level and given opportunity to do advanced work in ELA/Reading such as project based learning. All grade K-5 students will participate in a 120 minute Reading/writing block daily.

Tier II students will additionally be supported through small group instruction. Tier II Students who have been identified for targeted intervention by a yellow placement indication on the STAR Reading assessment will be assigned to a small ability groups of 6-10 students. These groups will be conducted during center based learning time. The small intervention groups will be taught by the classroom teacher with instruction based on skill needs as indicated by STAR Reading, MAP reading assessments and progress monitoring.

Tier III Students who were red on STAR Reading assessment will be placed in a pull-out small group of 3-4 students for directed intervention. All students in small groups will receive intervention at their skill level as determined by bimonthly progress monitoring. The small groups will be taught by trained community partner volunteers or para-professionals managed by a highly qualified teacher who monitors the student's progress and identifies skill deficiencies to be taught. Specifically, at the end of the 10 day period of direct instruction, the classroom teacher will Progress Monitor the tier III students to ensure measured success and inform subsequent skill lessons. This process of small group direct instruction continues until the next assessment window, at which time, it is determined if a student has shown substantial progress to be moved out of a small group or needs additional instruction for mastery. Differentiated instruction is embedded in this program and is a mandate for implementation. Increased instructional time will be made available through an additional 30 minutes per day for small groups.

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M.(2008).Turning around chronically low-performing schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

This guide identifies practices that can improve the performance of chronically low-performing schools. It provides an overview of the characteristics commonly associated with priority schools and makes recommendations for school turnaround initiatives. These recommendations include the need for strong leadership, a consistent focus on improving instruction, making visible improvements early in the turnaround process and building a committed staff. Use of time is a key component of improving instruction and includes extending time for instruction to increase student achievement.

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(2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

This guide offers five specific recommendations to help educators identify struggling readers and
implement evidence-based strategies to promote their reading achievement. Teachers and reading specialists can utilize these strategies to

implement RtI and multi-tier intervention methods and frameworks at the classroom or school level. Recommendations cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress.

VanderWeide, D. (2004). Different tools for different learners: Language arts activities to start using today. Peterborough, NH: Crystal Springs Books.

The author uses research from Gardner, Jensen and Tomlinson as a basis for differentiated and brain based activities using multiple intelligences. This is a set of activities to use as tools for collaboration, modeling, guided practice and independent practice when teaching language arts in K-5. The activities are designed to be used with whole group, small group and individual learners. The author has designed learning activities that are student centered rather than teacher centered.

ENGLISH LANGUAGE ARTS/ WRITING
Data Resource: Achievement and Process

Instructional Focus: For grades k-2, the standard being addressed is CCSS WS1-3.1,Use a combination of drawing, dictating, and writing to compose informative/explanatory texts and in grades 3-5, the standard being addressed is CCSS WS3-5.1 writing opinion pieces and citing specific reasons.

Strategies: The following strategies will be implemented to support writing for all K-5 students during Tier 1 instruction. Teachers will utilize writing strategies, 6+1 Writing Traits, writing process folders, differentiation, and individual student learning plans to effectively support all students. Portfolios including selected writing pieces will be created and maintained by all students. All students will be involved in daily writing activities with a focus on writing across the curriculum. All students will be offered additional opportunities to publish and showcase their personal writing pieces. All students will participate in the extended school year to reach the State's Standards.

K-2: Tier II Students who have been identified for targeted intervention by a score of 2 on writing rubric will be assigned to an ability group. Small groups of six to ten students will be taught by the classroom teacher with instruction based on skill needs as indicated by rubric assessment and progress monitoring. These groups will be conducted during center based practice time. Students who have scored a 2 on the writing rubric can be assigned to the writing clinic for intervention at least once per week for 30 minutes.

Tier III students identified for targeted intervention by a score of 1 on the writing rubric will be assigned to an ability group and a writing clinic. Teachers will provide intervention instruction to small groups of 3-4 students within the classroom. Students will be pulled out to participate in a writing clinic at least twice per week that is designed to provide guided instruction on learning gaps. Increase instructional time will be made available through an additional 60 minutes per week.

3-5: Tier II Students who have been identified for targeted intervention by a score of 2 or 3 on the writing rubric scored will be assigned to a small group of 6-10 students for guided instruction. Small groups will be taught by the classroom teacher with instruction based on skill needs as indicated by rubric assessment and progress monitoring. Small groups will be conducted during center based learning time. Tier II students can be assigned to the writing clinic for intervention at least once per week for 30 minutes.

Tier III students as identified by a score of 1 on the writing rubric will be supported through small group intensive instruction of 3-4 students. Small groups will be conducted during center based learning time. Students will be pulled out to participate in a writing clinic at least twice per week for 60 minutes of increased instruction.

Graham, S., A., Booth Olson, C., D'Aoust, C., Mac Arthur, McCutchen, D., & Olinghouse, N. (2012). Teaching elementary students to be effective writers. Prepared by the National Center for Education Evaluation and Regional Assistance Institute of Education Sciences June 2012,

As noted in the article, "Teaching Elementary School Students to Be Effective Writers", students can only become proficient writers after acquiring and polishing the basic skills of writing. In other words, students need to become fluent with handwriting, spelling, sentence structure, typing, and word processing. According to the authors, Graham, Booth, D' Aoust, MacArthur, Mc Cutchen, & Olinghouse, students need to generate strong, interesting sentences that vary in length and complexity in order to show their knowledge of writing and to engage readers.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

In this 2nd edition teachers are asked in the context of new research to revisit the nine instructional teaching strategies that have the greatest impact on student learning and achievement. Teachers gain new insights about how and why some strategies work more effectively than others. Teachers are guided in their selection and implementation of these strategies in order to: create an environment for learning that ensures an effective backdrop for every lesson; develop the students' understanding by using their prior knowledge as scaffolding for new learning; and help students expand their understanding and use of concepts and skills

MATHEMATICS
Data Resource: Perception, Achievement and Process

Instructional Focus: For grades K-5, the targeted standards are CCSS.Math.Content.K-5. NB, Numbers and Operations in Base Ten and CCSS.Math.Content.K-5.OA, Operations and Algebraic Thinking. Students in K-2 will emphasize counting, working with numbers to gain foundations for place value and classifying objects. In grades 3-4, students will emphasize add/subtract, multiply/divide and properties of operations to perform multi-digit arithmetic. In grade 5, students will emphasize writing and interpreting numerical expressions and analyzing patterns.

Strategies: The following strategies will be implemented to support math for all students in grades K-5 during Tier 1 instruction. Teachers will utilize best practices including direct interactive instruction, differentiation, learning centers, math manipulatives and individual student learning plans to effectively support all students. The following math programs will be used to focus instruction: Renaissance Learning, Accelerated Math, Scott Foresman-Addison Wesley EnVison Mathematics and web based technology. Teacher will provide scaffolding and tiered assignments to support all learners. Tier I students will have opportunities to work on group and individual project based leaning assignments and peer tutor tier II students. All students will participate in a 90 minute math block daily. All students will participate in the extended school year to reach the State's Standards.

Tier II students will receive targeted instruction as determined by state, district and teacher created common assessments. Tier II students will be assigned to small ability groups for intervention instruction in Math. Homeroom teachers will provide guided instruction, utilize center base learning and independent Accelerated Math assignments to targeted learning gaps and improve student achievement.

Tier III students will receive targeted instruction as determined by state, district and teacher created common assessments. Tier III learners will be supported through small pull-out direct and intensive instruction. These students will be assigned Accelerated Math individual skill based assignments by the resource teachers and school service assistants. Teachers will implement the Instructional Learning Cycle. Tier III students will be supported through increase instructional time of 30 minutes daily.

Tomlinson, A. C. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms (2nd Edition).Alexandria, VA: Association of Supervision and Curriculum Development(ASCD).

This book provides guidance for teachers who want to incorporate the principles and strategies of differentiated instruction in a student centered learning environment. The author emphasizes the following ideas: that learning experiences are based on the diagnosis of student readiness, interest and/or learning profile, content and activities should be based on the varying needs of the learner, students should participate in engaging work, the teacher must coordinate use of time, space and activities, and student groupings must be flexible to support the learner.

Minton, L. (2007). What if your ABCs were your 123s?: Building connections between literacy and numeracy. Thousand Oaks, CA: Corwin Press.

Minton makes connections between the ways children learn math and the ways they learn to read. She discusses similarities between literacy learning and mathematics learning. Using these similarities, she offers examples of ways in which the structures of reading and mathematics can be aligned and so consequently similar alignments can be made through instruction.

Silk, E. M., Higashi, R., Shoop, R., & Schunn, C. D. (2010). Designing technology activities that teach mathematics:. The Technology Teacher, v69(4), 21-27.

The authors stress that teaching mathematics in a technology classroom requires more than using mathematics with technology. It requires designing the lesson to focus, motivate, and highlight the mathematics in meaningful ways. Mathematics taught within well-designed technology education lessons provides students opportunities to learn math in contexts that they understand and that can lead to cross discipline connections.

Diller, D. (2011). Math work stations: Independent learning you can count on, K-2. Portland, Me.Stenhouse.

The author provides detailed instructions for setting up and running math centers. She offers advice on how to set up the centers, what materials to utilize, how to model and manage each work center. She offers centers as a creative yet effective practice for differentiating literacy practice. Her advice includes ways to keep students engaged, self-directed and accountable while working at their own pace and level.

SCIENCE
Data Resource: Achievement and Process

Instructional Focus: For grades K-5, the targeted Grad Level Expectation is Science Inquiry Process S.IP. 00-05. For Grades K-1, the targeted GLCE's is Earth Science, E.ES. 00-01. For Grade 2, the targeted GLCE is Organization of Living Things, L.OL.02. For Grades 3-5, the targeted GLCE's is Earth Science: Earth Systems, E.ES.03. and Earth, Space and Time, E.ST. 04.-05.

Strategies: The following strategies will be implemented to support science for all students during Tier 1 instruction.
K-2: An Early Elementary Science Inquiry Room has been developed for all students in grades K-2. A lead teacher will monitor the curriculum and provide direct interactive instruction to K-2 students. The teacher will conduct inquiry based/STEM investigations in the areas of Physical, Life and Earth science with emphasis in Earth and Life science. Teachers will use digital portfolios to support learning. Homeroom Teachers will integrate Science Literacy lessons into the instructional program. Pre tests will be administered and utilized to determine tiered

placement. Teachers will scaffold lessons and utilize opportunities for independent work and peer tutoring. All students will participate in the extended school year to reach the State's Standards.

3-5: All students in grades 3-5 will be scheduled for 45 minutes of science instruction daily with a highly qualified science teacher. The teacher will conduct hands-on/STEM integrated science investigations in an inquiry based learning environment using direct interactive instructional strategies. Students will work in collaborative groups and use scientific equipment. A strong focus will be placed on strategies that reinforce vocabulary development such as the Frayer Model and concept mapping.The science and homeroom teachers will integrate Science Literacy lessons into the instructional program. The science teacher will instruct in the areas of Physical, Life and Earth Science with emphasis on Scientific Process Skills and Earth science. Tier I students will participate in Project Based Learning throughout the school year. All students will participate in the extended school year to reach the State's Standards.

K-5: Teachers will provide guided instruction within ability groups and implement center based learning to target science instruction for tier 2 students as determined by district and teacher created common assessments. Tier II students will be involved in small groups of 3-4 students with increased exposure to science content and skill based instruction as well as technology based support. Teachers will implement the Instructional Learning Cycle and progress monitor every 4 weeks.

The lead teacher or service assistant will provide direct and differentiated instruction to tier III students as determined by district and teacher created common assessments. Teachers will implement the Instructional Learning Cycle and progress monitor every 4 weeks. Increased instructional time will be made available through an additional 30 minutes per week.

Karen Worth, Jeff Winokur & Sally Crissman. (2009). The essentials of science and literacy. Education Development Center, Inc.

According to research, effective science instruction has to provide students with hands-on experiences, must be interactive, and aligned with writing and literacy. It is indicated that constructivist strategies should be taught through an inquiry-based approach which develops reasoning skills scientifically. Teachers should engage students in observations and explore concepts, design and conduct investigations, draw conclusions and communicate findings through reading, oral discussions and writing.

Jackson, M., Heil, D., Chadde, J., & Hutzler, N. (2011). Family engineering: An activity & event planning guide. Portland, OR: Foundation for Family Science and Engineering.

Family Engineering activities are designed for children from 7-12 years old, their parents and family. All of the activities designed with the STEM initiative in mind while offering participants choices designed to increase motivation and engagement. A framework for implementing a school/family event is provided with take home activity being an acceptable option. All of the activities encourage an interest in engineering, problem solving strategies, questioning, and support science and mathematics thinking.

Smith, K. A., Sheppard, S. D., Johnson, D. W. and Johnson, R. T. (2005), Pedagogies of engagement: Classroom-based practices. Journal of engineering education, 94: pp. 87-101.

Educators, researchers, and policy makers have advocated student involvement for some time as an essential aspect of meaningful learning. Educators have implemented several means of better engaging their students, including active and cooperative learning, learning communities, service learning, cooperative education, inquiry and problem-based learning, and team projects. This paper focuses on classroom-based pedagogies of engagement, particularly cooperative and problem-based learning. It includes a brief history, theoretical roots, research support, summary of practices, and suggestions for redesigning engineering classes and programs to include more student engagement. The paper also lays out the research ahead for advancing pedagogies aimed at more fully enhancing students' involvement in

their learning.

SOCIAL STUDIES

Data Resource: Achievement and Process

Instructional Focus: The targeted standard will be Grades K-5, E1 The Market Economy.
-Grade K will emphasize The Market Economy within the specific context of Myself and Others
-Grade 1 will emphasize The Market Economy within the specific context of Families and Schools
-Grade 2 will emphasize The Market Economy within the specific context of The Local Community
-Grade 3 will emphasize The Market Economy within the specific context of Michigan Studies
-Grade 4 will emphasize The Market Economy within the specific context of United States Studies
-Grade 5 will emphasize The Market Economy within the specific context of Integrated American History

Strategies: The following strategies will be implemented to support social studies for all K-5 students during Tier 1 instruction. The teacher will use direct interactive instruction, and the district pre and post assessments to focus instruction for all students. Teachers will utilize highly effective teaching and best practice including differentiation, graphic organizers and individual student learning plans to effectively support all students. Tier I students will participate in learning based projects. All students will participate in the extended school year to reach the State's Standards.

Teachers will provide guided instruction within ability groups and implement center based learning to target instruction for tier 2 students as determined by district and teacher created common assessments. Tier II students will be involved in small groups of 3-4 students with increased exposure to science content and skill based instruction as well as technology support assignments. Teachers will implement the Instructional Learning Cycle and progress monitor every 4 weeks.

Carol Ann Tomlinson. The differentiated classroom, ASCD. April, 1999. Alexandria, V. Chapter 2. pgs.9-16,47-60.

According to research, teachers need to develop lesson plans that respond to students' learning differences and attend to individual learning styles and modalities; articulate concepts and skills of each subject with clarity; use assessment data to modify concept-based and skill based instruction through content, process and products. In a differentiated classroom, teachers and students need to work in a cooperative learning environment that shows respect, established norms and flexible grouping in order to target instruction and meet the needs of where students are in order to maximize growth.

The Instructional Learning Cycle will be utilized in all core subject areas.

Ainsworth, L., Briggs, D. C., Wiggs, M. D., Besser, L., & Almeida, L. (2012). Navigating assessment and collaboration with the common core state standards. Englewood, CO: The Leadership and Learning Center.

The text focuses on the CCSS and implementation strategies for a school or school system. It provides information to help schools redesign their instruction and assessments so both are aligned with the CCSS. The authors explain how to analyze and deconstruct specific standards so teachers will know exactly what students need to know and be able to do. Graphic organizers are provided to help educators in the work of redesigning curriculum and instruction to meet the CCSS. It also provides support for data teams and professional learning communities as they address student needs.

**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.**

ENGLISH LANGUAGE ARTS/READING

K-5: Tier II students will additionally be supported through small group guided reading instruction. Tier II Students who have been identified for targeted intervention by a yellow placement indication on STAR Reading will be assigned to a small instructional group. These groups will be conducted during center based practice time. This includes technology embedded lessons that are aligned to the common core standards. Small groups of 6-10 students will be taught by the classroom teacher using guided reading strategies that are based on skill needs as indicated by STAR Reading assessments and progress monitoring. Progress monitoring at tier II will occur at least every 7-10 days. Additional time will be made available through 120 minute block of ELA instruction and an extended school year of 20 additional days.

K-5; Tier III Students who were red on the STAR Reading assessment will be placed in a pull-out group of 3-4 students for directed intervention. All students in small groups will receive intervention at their skill level as determined by bimonthly progress monitoring. The small groups will be taught by trained community partners or trained para-professionals managed by a highly qualified teacher who monitors the student's progress and identifies skill deficiencies to be taught. Specifically, at the end of the 10 day period of direct instruction, the classroom teacher will Progress Monitor the students to ensure measured success and inform subsequent skill lessons. This process of small group direct instruction continues until the next assessment window, at which time, it is determined if a student has shown substantial progress to move out of a small group or needs additional instruction for mastery. Differentiated instruction is embedded in this program and is a mandate for implementation. Additional time will be made available through 120 minute block of ELA instruction, 30 minutes per day for small groups and an extended school year of 20 additional days.

K-3: Tier II and tier III students will participate in the Mondo Oral Language reading and writing program for 15 minutes twice per week. This intervention will be provided by the grade level or ELA content level teachers within the scheduled reading block.

ENGLISH LANGUAGE ARTS/WRITING

K-2: Tier II Students who have been identified for targeted intervention by a score of two on teacher scored rubric will be assigned to a small instructional group. Small groups of six to ten students will be taught by the classroom teacher with instruction based on skill needs as indicated by rubric assessment and progress monitoring.These groups will be conducted during center based practice time. Students who scored a two on the writing rubric can be assigned to the writing clinic for an increased instructional time of 30 minutes at least once per week. Tier II students participate in an extended school year of twenty additional days.

Tier III students who receive a score of one on the writing rubric will be supported through small group classroom instruction of four to six students as well as participate in a writing clinic at least twice per week. A Title One Writing Teacher will provide guided instruction on targeted learning gaps. Tier III students will receive increased instructional time of 60 minutes per week. Tier III students participate in an extended school year of 20 additional days.

3-5: Tier II Students who have been identified for targeted intervention by score of 2 or 3 on the writing rubric will be assigned to an ability group of 6-10 students. The small groups will be taught by the classroom teacher with instruction based on skill needs as indicated by writing rubric score and progress monitoring. The teacher will use guided instructional strategies and center based learning to target learning gaps.

Students who scored a two on the writing rubric can be assigned to the writing clinic for an increased instructional time of 30 minutes at least once per week. Tier II students participate in an extended school year of 20 additional days.

Tier III students who receive a score of one on the writing rubric will be supported through small group classroom instruction of four to six students as well as participate in a writing clinic at least twice per week. A Title One Writing Teacher will provide guided instruction on targeted learning gaps. Tier III students will receive increased instructional time of 60 minutes per week. Tier III students participate in an extended school year of 20 additional days progress monitoring will occur at least every 4 weeks.

MATHEMATICS

K-5: Tier II students will be assigned to small intervention groups to target learning gaps in math. Teachers will provide guided instruction, use center based learning and math manipulative(s) to focus instruction and learning. Students will complete customized Accelerated Math assignments to demonstrate improvement. Teachers will implement the Instructional Learning Cycle and progress monitor every 4 weeks. Tier II students participate in an extended school year of 20 additional days.

K-5: Tier III learners will be supported through small pull-out group direct instruction. Resource teachers will assigned Accelerated Math individual skill based lessons to tier III students. Teachers will implement the Instructional Learning Cycle and progress monitor every four weeks. Tier III students will receive increased instructional time of 30 minutes daily. Tier III students participate in an extended school year of 20 additional days.

SCIENCE

K-2: Tier II students will be involved in small collaborative groups of 3 - 4 students with increased exposure to science content through the use of center based learning and technology based support. Teachers will provided guided and differentiated instruction to selected small groups during center based learning time. Teachers will implement the Instructional Learning Cycle and progress monitor every 4 weeks. Tier II students participate in an extended school year of 20 additional days.

Tier III students will receive individualized differentiated instruction by trained school assistants or lead teacher as needed. Tier III students will receive increased instructional time of 30 minutes per week. Teachers will implement the Instructional Learning Cycle and progress monitor every 4 weeks. Tier III students participate in an extended school year of 20 additional days.

3-5: Tier II students will be placed in small groups of 3 - 5 students and participate in center based instructional and technology based activities. Teachers will implement the Instructional Learning Cycle and progress monitor every four weeks. Tier II students participate in an extended school year of 20 additional days.

Tier III students will be placed in groups of 1-3 and pulled out weekly for differentiated instruction including science inquiry and informational reading activities. Progress monitoring is ongoing through unit pre and post assessments and teacher created tests. Teachers will implement the Instructional Learning Cycle and progress monitor every 4 weeks. Tier III students will receive increased instructional time of 30 minutes per week. Tier III students participate in an extended school year of 20 additional days.

SOCIAL STUDIES

K-5: Students requiring Tier II and tier III intervention will be targeted for small group intervention instruction by the classroom teacher. Students will be placed in ability groups of 4 - 6 to target learning gaps. Teachers will implement center based learning and guided instruction for selected small groups. Guided instruction will be conducted during center based practice time. Teachers will implement the Instructional Learning Cycle and progress monitor every 4 weeks. Tier II and tier III students participate in an extended school year of 20 additional days.

Tier II students will be placed in small groups of 3 - 5 students and participate in center based instructional and technology support activities. Teachers will implement the Instructional Learning Cycle and progress monitor every four weeks. Tier II students participate in an extended school year of 20 additional days. Tier III students will be scheduled for after school tutoring twice per week for an additional 60 minutes.

Culture and Climate Attendance Support:
Tier II and Tier III students in need of attendance support will be placed in small groups of 3 - 5 students. Teachers and designated Para professionals will contact parents when students have three consecutive absences within one week. The Detroit Public Schools Attendance Officer will be contacted for gross negligence of the Detroit Public Schools attendance policy.

Positive Behavior Support:
Tier II students in need of behavior management support due to three code of conduct violations will be assigned a behavior management plan to be implemented and monitored by the homeroom teacher and will attend when applicable conflict resolution classes on a weekly bases.

Tier III students in need of behavior management support due to more than 3 code of conduct violations will be identified to receive intervention services from the behavior specialist at least monthly with daily support from the homeroom teacher and will attend conflict resolution classes on a weekly bases.

Teaching and Learning Supports:
To support tier II and tier III students who need the most instructional support, all teachers will:
a. collaborate within grade level teams to determine student learning needs.
b. identify, implement and monitor best instructional practices that support high levels of achievement.
c. participate in the peer review process and respond to teacher observations about their instructional practices.
d. analyze formative assessment within grade level teams, (classroom data, the Instructional Leaning Cycle, MAP) to determine teacher effectiveness towards increasing student achievement.

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

ELA/Reading
Reading skills will be progress monitored by the homeroom or ELA content area teacher utilizing STAR Early Literacy and STAR Reading. All k-2 students will be progress monitored using STAR Early Literacy every 4 weeks. K-2 students scheduled for small group reading intervention will be progress monitored every 7-10 days. All 3-5 students and those students scheduled for small group intervention will be progress monitored every 2 weeks using STAR Reading online assessments. Data will be reviewed in Grade Level (Grades K-2)/Content Area(Grades 3-5) PLCs at least twice per month. Teachers will analyze data looking for increase/decrease in scale scores in the targeted domains, as well as increase/decrease in Grade Equivalent. Teachers of grades 2-5 will also monitor Accelerated Reader data, looking for students who pass AR quizzes with 85%accuracy. This data will be used along with weekly assessments from the Imagine It! Program and Mondo Oral Language Program for grades K-3 as well as teacher observation.

ELA/Writing
Writing skills for all students will be progress monitored by the homeroom or content area teacher utilizing teacher created writing tests every four weeks. Writing will be scored using the Smarter Balanced Scoring Rubrics for Grades 3-5, and teacher created rubrics for grades K-2. K-5 students targeted for writing intervention will be progress monitored using teacher created common assessments supported by the

instructional learning cycle. Students targeted for interventions will be progress monitored every 2 weeks. Data will be reviewed in Grade Level (Grades K-2)/Content Area (Grades 3-5) PLCs at least twice per month. Teachers will analyze data looking for increase/decrease in rubric scores in the targeted domains. Teachers will also use the writing assignments from the Imagine It! Units, as well as student conferences held during Writers Workshop.

Math

Mathematics skills for all students will be progress monitored by the homeroom or content area teacher utilizing the STAR Math test.every four weeks. K-5 students targeted for small group math intervention will be progress monitored using teacher created common assessments supported by the instructional learning cycle. Data will be reviewed in Grade Level(Grades K-2)/Content Area(Grades 3-5) PLCs,at least twice per month. Teachers will analyze data looking for increase/decrease in scale scores in the targeted domains, as well as increase/decrease in Grade Equivalent. Teachers will also monitor Accelerated Math data, looking for students who pass tests on targeted objectives with 85%accuracy.  This data will be used along with daily/weekly assessments from the Envision Program, as well as teacher

Science

Science skills for all students and students targeted for small group intervention will be progress monitored by the homeroom or content area teacher utilizing teacher created Science tests every four weeks. Science tests will be created based on the targeted Science Standards from 2015-2016 MEAP/MAP/and Content Area testing data. Data will be reviewed in Grade Level (Grades K-2)/Content Area (Grades 3-5) PLCs, during weekly staff meeting time. Teachers will analyze data looking for increase/decrease in scale scores in the targeted standards. Teachers will implement ILCs for targeted students. Teachers will also utilize assessments from the core curriculum.

Social Studies

Social Study skills for all students and students targeted for small group intervention will be progress monitored by the homeroom or content area teacher utilizing teacher created Social Studies tests every four weeks. Social Studies tests will be created based on the targeted Social Studies Standards from the state standardized assessment and district Content Area testing data . Data will be reviewed in Grade Level (Grades K-2)/Content Area (Grades 3-5) PLCs, during weekly staff meeting time. Teachers will analyze data looking for increase/decrease in scale scores in the targeted standards. Teachers will implement ILCs for targeted students. Teachers will also utilize assessments from the core curriculum.

Culture and Climate Attendance Support:

Attendance for all students will be monitored by the homeroom teacher daily utilizing online Zangle reports. Students targeted for tier II and tier II interventions will be monitored weekly during our grade level meetings. Teachers will review the previous weeks attendance summaries to determine next steps. This includes adding additional incentives, contacting parents or contacting the DPS attendance officer.

Positive Behavior Management Support:

Positive behavior management support for all students and for students targeted for tier II and III intervention will be monitored by the homeroom teacher and conflict resolution consultant on a weekly bases. Teachers will review tier II and tier III student responses to their behavior management plans during weekly grade level meeting. The conflict resolution consultant will share data/observations of students attending conflict resolution classes weekly.  Teachers with support from the behavior special

Teacher and Learning Supports

Teachers will analyze formative assessment within grade level teams, (classroom data, the Instructional Leaning Cycle, MAP) to determine teacher effectiveness.

## 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?<br>NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes | All Paraprofessionals(100%) at Coleman A. Young Elementary School are highly qualified according to the Elementary and Secondary Education Act (NCLB). Our Paraprofessionals have completed or obtained at least one of the following:<br>- Two years of study at an institution of higher education<br>- Associates degree<br>Coleman A. Young will continue track and update data highly qualified data of our Paraprofessionals and keep it on file. | |

| 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?<br>NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes | All teachers(100%) at Coleman A. Young are highly qualified according to Elementary and Secondary Education Act (NCLB). Detroit Public Schools manages a data base that provides the credentials & State of Michigan certification status for all teachers employed by the district. Teachers are required to renew their certification every 5 years through professional development and/or university coursework. Expiration dates are monitored by the district.<br>Teachers who do not meet these protocols are released from the district. Coleman A. Young also collects certification data and keeps it on file. | |

# Component 4: Strategies to Attract Highly Qualified Teachers

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

Coleman A. Young Elementary School does not have a high turnover rate,
The teacher turnover rate at Coleman A. Young (CAY) from the last quarter of the 2015-2016 school year to the current 2016-2017 school year is less than 1% and is described in the following manner:
a) 2 teachers transferred to other schools within the district.
b) 1 teacher resigned his position to work with another organization.
b) CAY added 3 highly qualified teachers to their instructional staff.
c) CAY added 1 highly qualified substitute teacher who is enrolled in the Dream Keepers Urban Education Program.

From the end of the 2015-2016 to the beginning of the 2016-2017 school year, the number of teachers at Coleman A. Young elementary increased from 22 to 23 teachers.

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

There are 21 highly qualified teachers assigned to Coleman A. Young Elementary School and 2 highly qualified substitute currently enrolled in the Dream Keepers Urban Educational Program.
26% (6) have 0 - 4 years
13% (3) have 5 - 10 years
13% (3) have 11 - 15 years
13% (3)have 16 - 20 years
17% (4) have 21 - 25 years
9% (2) have 26 - 30 years
9% (2) have over 31 years of experience

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

SCHOOL LEVEL: RECRUITMENT and RETENTION STRATEGIES
Specific initiatives implemented at the school level to attract and keep high quality teachers include:
1. Platoon scheduling: Teachers in the lower and upper elementary grades are able to teach 1 - 2 specialized subject areas. This allows teachers to focus more intently on the content of 1 - 2 subjects.

2. Shared Leadership/Decision Making: Coleman A. Young's learning community is represented by the School Leadership Team and our Professional Learning Community. A partnership is formed between teachers and team leaders that is based on a shared vision for school improvement. Team Leaders and the instructional staff play a crucial role in the design, implementation, and evaluation of the School

Improvement Plan. All teachers must participate in the Professional Learning Community process to insure that the goals of the School Improvement Plan are met. Title 1 funding is allocated to support the professional development of our educators and to build teacher capacity. Teacher expectations are identified.

3. Flexible Scheduling: Coleman A. Young School offers block scheduling daily in Math and English Language Arts and 90 minutes of Science Instruction twice per week for grades 4 & 5. Teachers at Coleman A. Young School have the option to team teach or teach in a self-contained classroom. 75% of the 3rd, 4th, & 5th grade teach in collaborative teams. Teachers are paired in the core subject areas of Math, ELA, Social Studies and Science. The aim is to increase learning time, focus instruction, increase student engagement to optimal learning levels and provide students with successful learning experiences. Flexible Scheduling affords teachers some choice in the selection of curriculum content and allows teachers to work in their areas of expertise.

4. Coleman A. Young School recruits new staff by establishing professional networks with community partners such as colleges, universities,and service providers. Student Teachers are placed at Coleman A. Young School from local universities. Principal Scott is able to observe and identify potential candidates who would effectively contribute to our School Improvement Plan. Perspective teachers can also determine if CAY would be their choice for future employment.

5. Job Shadowing is afforded to aspiring administrators to develop leadership abilities. The school staff utilizes online professional development provided by PD360. This online training is being used during content level, grade level and general staff meetings. Teachers are able to have professional conversations about current trends in education. They conduct data dialogues to insure that data informs classroom instruction.

6. The staff at CAY is committed to operating as a Professional Learning Community. We meet weekly to focus on instruction as a collaborative team of educators. Our topics of discussion include, but are not limited to, team building, vertical/horizontal curriculum alignment, curriculum mapping, literature review, book study, pedagogy, and methodology.

7. Staff is encouraged to attend Professional Development and Leadership Conferences. When they return, they are required to share their PD experiences with their professional learning community.

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

DISTRICT LEVEL: RECRUITMENT STRATEGIES

Detroit Public Schools' (DPS) Human Resources recruitment activities are focused on recruiting a diverse group of highly qualified teachers into classrooms throughout the District. The District places a strategic focus on recruitment with the majority of activities supplemented through face-to-face recruitment visits concentrated on new sources for applicant talent acquisition. In state and out of state Teacher Education Career Fairs, National Education Conventions, as well as presentations at teacher training institutions and regional meetings are typical.

Additionally, the District has engaged in multiple partnership programs with colleges and universities to increase its efforts for recruitment. Established partnership programs include those with Wayne State University, Michigan State University, the Teach for America (TFA) organization, as well as the Taipei Economic and Cultural Office. Additional efforts have been made to enhance our Chinese partnership programs by applying for participation in the College Board Hanban Program Chinese Guest Teacher Program. Through the Chinese Guest

Teacher Program, U.S. schools develop and grow their Chinese language and culture programs by hosting teachers from China. The College Board's national office is located in New York City.

The partnership programs' focus on alternative methods for teacher certification, as well as serve as a vehicle for establishing a pipeline to assist with meeting the District's overall staffing objectives, particularly in areas deemed critical shortage areas, such as Early Childhood, Global Languages, Special Education, and the Science, Technology, Engineering, and Mathematics (STEM) areas.

The District actively maintains a Student Teacher Program, designed to attract pre-service teachers from local colleges and universities, as well as out-of-state schools of education, by offering support through the final phase of the traditional teacher certification process. The programs are coordinated with the District's Cooperating Teachers.

There are numerous career path opportunities with regard to the advancement of Teachers. The positions include Instructional, Executive Professional and Administrative responsibilities. Growth and/or Career Opportunities include, Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Counselors, Directors, Academic Engagement Officers, Principals and Assistant Principals. The District, through its Human Resources Office, also continues the utilization of varied media for the sourcing of highly qualified candidates to include a variety of news media, the District website, print advertisements, as well as a variety of job boards in an effort to attract highly qualified talent.

RETENTION INITIATIVES Detroit Public Schools' (DPS) Human Resources retention initiatives and efforts focus on the on-going utilization of 1) internal career fairs, 2) professional development, 3) instructional specialist support, 4) technology, 5) teacher evaluation system, 6) competitive salary and benefits package, 7) volunteer reading corps, and 8) parent and family involvement. Additionally, teachers are encouraged to participate in local and national educational workshops and conferences to further enhance their educational tool kit.

1)Internal Career Fairs
Teachers are invited to participate in internal career fairs sponsored by the Division of Human Resources. The career fairs provide teachers with a face to face opportunity to acquire additional information about career advancement, and other job opportunities throughout the District. The career fairs provide teachers with a chance to interview with principals and administrators so teachers can express their career interest, as well as highlight their work experience, as well as their educational backgrounds.

2)Professional Development
The District's office of Professional Development is responsible for coordinating and administering professional development training. A variety of training sessions are available to assist teachers with opportunities to enhance their skills in areas such as delivery of instruction, classroom management, curriculum overview, data analysis and assessment.
3) Instructional Specialist Support Instructional Specialist support staff is available to coach and develop teachers who need critical support in order to demonstrate success. Targeted teachers are provided with appropriate instructional support to assist them with integrating curricula, the integration of supplemental programs, texts, and materials, classroom and student management strategies, and improving student achievement.

4)Technology
Through the District's Office of Information Technology, teachers are able to have access to a variety of high level educational technology tools and support to enhance their classroom instruction.

5)Teacher Evaluation System
The Detroit Public Schools educator evaluation process provides teachers and administrators with a professional growth model that allows

teaches to reflect, assess, discuss and refine their teaching experience. The process is a collaborative model that is based on feedback from administrators and teachers, and is comprised of multiple measures--observations, professional learning plans, PD360 Professional Growth tools, and collection of data and artifacts.

6)Competitive Salary and Benefits Package
To compete for quality employees in today's marketplace, Detroit Public Schools understands the need to provide employees with a competitive salary and a good employee benefits package. Detroit Public schools values all its employees, and in order to attract and retain employees, the District provides its employees with a generous benefits and compensation program.

7)Volunteer Reading Corps
The Detroit Public Schools and The Detroit Free Press Newspaper issued a joint call to action challenging the Detroit community to step forward and support DPS students by signing up to serve as tutors in the District's Volunteer Reading Corps program. The Volunteer Reading Corps is a program geared toward helping the Districts youngest learners with reading. Detroit Public Schools seeks to have all of the current pre-kindergarten students and those thereafter read at or above grade level by the end of the third grade.

8)Parent and Family Involvement
It is the policy of Detroit Public Schools to include parents, as appropriate in decision-making, planning, and advising, and implementing activities to improve academic quality and student performance. DPS strives to maximize parent/family-school collaboration and shared responsibility for high academic achievement and student success.

**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?**

Coleman A. Young Elementary School does not have a high turnover rate,
The teacher turnover rate at Coleman A. Young (CAY) from the last quarter of the 2015-2016 school year to the current 2016-2017 school year is less than 1% and is described in the following manner:
a) 2 teachers transferred to other schools within the district.
b) 1 teacher resigned his position to work with another organization.
b) CAY added 3 highly qualified teachers to their instructional staff.
c) CAY added 1 highly qualified substitute teacher who is enrolled in the Dream Keepers Urban Education Program.

From the end of the 2015-2016 to the beginning of the 2016-2017 school year, the number of teachers at Coleman A. Young elementary increased from 22 to 23 teachers.

## 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.**

Coleman A. Young Elementary has a three year professional development plan for all staff members who work directly with our students. CAY believes that quality professional development is a vital tool for developing effective teaching practices and improving student learning. Educators must be well prepared when entering the classroom and willing to expand their knowledge and skill sets throughout their career. This approach to teacher preparedness and student learning can have a positive impact on school culture, instructional design and delivery, assessment practices, parent and community engagement. The goals of our professional development plan include the following:
a. Develop highly trained teachers that are well versed in best instructional and learning practices
b. Increase student achievement though effective instruction and the continuous review of data
c. Build capacity for instructional leadership
d. Integrate technology into professional and student learning cycles
e. Engage parents and community partners in the educational process
f. Provide awareness to parents and community partners of instructional practices that support increased student achievement
g. Provide awareness to parents of state and school assessments that identify student proficiency levels

Staff members at Coleman A. Young have access to the following types of training to support the attainment of our professional goals: workshops, courses, conferences, job embedded, online professional development networks and peer review. The School Leadership Team will form and train a peer review team during the first quarter of the 2015/2016 school year.

During the implementation of our three year plan, the instructional staff will receive training on the following topics:

- Centered Based Learning
- Marzano Essential Skills for Developing Language
- Differentiated Instruction
- Marzano Essential Skills for Achieving Rigor
- MiBLSI
- Climate and Culture
- Multi-Tiered Systems of Support
- Renaissance Learning:  STAR & Accelerated Reading and Math
- EnVision Math
- Using Math Manipulatives
- Hands-On Mathematics
- S.T.E.A.M.
- The 5 E Learning Cycle
- Multicultural Social Studies
- Using Artifacts to Support Real World Connections
- Project Based Learning
- 6 + 1 Traits of Writing

- Writer's Workshop Facilitator
- Scholastic Guided Reading Training
- Data Director
- MAP Data/Descartes
- Triangulation of Data
- The Instructional Learning Cycle (ILC)
- Professional Learning Cycle (PLC's) Content/Grade Level Meetings
- School Improvement: The Living Breathing Document
- Common Core
- Grade Book
- School Website and Blog Development (Wiki Page)
- Classroom Readiness T3: Incorporating Technology into all curriculum and lessons
- Implementing Technology in the Classroom using IPad's, Netbooks and/or Laptops
- Instructional Strategies for Classroom Management

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

Our professional development plan is "sustained and ongoing " through the alignment of our school policies, training initiatives and instructional practices with our vision of teaching for learning. Our aim is to build capacity within our professional learning community for improved instruction and leadership. A professional development committee has been established and charged with the following tasks:
a. Determine our professional development needs through the use of school data
b. Recommend educational training needs to the School Leadership Team and Staff
c. Maintain a network of resources that will support quality professional development
d. Monitor the professional development activities of our professional learning community
e. Make staff aware of professional development opportunities provided by the Detroit Public Schools district, Wayne RESA/ISD and the Michigan Department of Education on a quarterly basis.

Teachers at Coleman A. Young are expected to participate in a continuous cycle of professional development to target weaknesses in their instructional practices and build capacity for teacher effectiveness as measured by the Detroit Public Schools District Teacher Evaluation Tool. The Professional Learning Community Coordinator will request the instructional staff to complete a Professional Development Needs Survey at the end of the school year. Survey results allow committees members to review teacher requests and make recommendations to the School Leadership Team regarding training needs for the upcoming school year. The School Leadership Team will develop a three year Professional Development Plan that is aligned with our comprehensive needs assessment. Our Professional Development Plan is reviewed and revised annually by our School Leadership Team. Our Professional Development Calendar align teacher requests with the strands within the School Improvement Framework 2.0:
a. Teaching for Learning
b. Leadership for Learning
c. Professional Learning
d. School and Community Relations

During weekly PLC grade level/content area meetings, teachers who received training are selected to present a summary of the content and to demonstrate at least 2 instructional strategies to their colleagues. Time is allowed for the instructional teams to dialogue about the impact these strategies will have on instruction and student achievement. Teachers decide which best practices will be included in their lesson plans and implemented in their classrooms.

PLC Lead teachers are identified for the grade level/content areas within the K-2 and 3-5 grade spans at Coleman A. Young. They work with the School Leadership Team and the Professional Learning Community Coordinator on the development, implementation and evaluation of our professional development plan. They observe teachers on their team and within their content, provide peer assistance and collaborate with their colleagues to construct benchmark lessons and assessments using the Instructional Learning Cycle, ILC. The ILC is aligned to our targeted gap statements and are supported with the instructional strategies acquired through professional development. Furthermore, our lead teachers attend district level content area meetings on a monthly basis and share relevant information to CAY teachers during general staff meetings.

There is one full time  instructional specialists assigned to Coleman A. Young. Our specialist attends Literacy Math meetings monthly. These meetings help to engage our PLC in learning activites that support the literacy and math goals of our School Improvement/Professional Development Plan. Utilizing their expertise, the specialists provide ongoing training to teachers through presentations, modeling and job embedded professional development. The ELA instructional specialists conduct informal observations weekly to determine strengths and weakness in our instructional design and delivery for all core subject areas. Timely
feedback is given to teachers with recommendation for additional training using the online network, PD360.

The expectations established for teachers to practice their professional learning experiences in the classroom include the following:
-Teacher collaboration through grade level and content level PLC meetings
- Monitor student learning
- Use data to inform instruction
- Differentiate instruction
- Keep a log of PD training
- Share and/or present professional learning experiences to colleagues
- Evaluation/Monitor their instructional delivery
- Embed technology to support student learning.
- Effective classroom management
- Effective Teacher planning
- Use the Instructional Learning Cycle
-Use Marzano's Essential Skills for Achieving Rigor
- Maintain Individual Learning Plans
- Align instruction and student learning  to the common core standards

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | 3. The school's Professional Learning Plan is complete. | Yes | | Coleman A. Young Elementart Professional Development Plan CAY SWC Templates |

## Component 6: Strategies to Increase Parental Involvement

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

Coleman A. Young Elementary will involve parents in the process of Title I planning, review, and improvement of its programs. Parents will also be included in the development of the school parent involvement policy and the school parent/guardian compact. Section 1114(b)(2), 1118((b), 1118(c)(3)

Coleman A. Young Elementary believes that parents should be involved in the design of its School-wide Title I/School Improvement Plan. Parent representation on the School Leadership Team is encouraged and supported by the administration. Parents are recruited during annual School-wide Title 1 meeting in September, monthly PACSA meetings, through parent communications and at every school-wide family event.

Parents are invited to participate in school forums such as our focus groups to discuss the components of the school improvement plan and make suggestions for additions and revisions to the plan. This includes a review of school data that determines our school programs and informs instruction. The focus groups are planned and facilitated by our SWT1 parent consultant. Parent comments and concerns are shared at the school leadership team meeting with participation from members of the PACSA executive team.

In addition, Coleman A. Young had agreed to implement the following actions to involve parents in the design of our school-wide plan for the 2015/2016 school year.
1. Conduct parent workshops that train parents how to read the reform/redesign and school improvement plan and offer strategies that enable parents to monitor the implementation of the plan within our school community.
2. Conduct parent workshops that provide parents with an understanding of the types of data, ( demographic, process, academic and perception data) to determine our school programs and to inform instruction.
3. Allow parents to make suggestions regarding revisions of our plan through the use of parent surveys and our suggestion box.
4. Schedule joint meetings with the school leadership team and the CAY Parent Advisory Council for Student Achievement at least 3 times per year to review and update our progress on the big ideas identified in our reform/redesign and school improvement plan.

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

Coleman A. Young Elementary shall provide parents of participating Title I children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. 1118 (c) (4) (C).

The instructional staff at Coleman A. Young believes that parents should be involved in the implementation of its Title I/School Improvement Plan. An annual school improvement calendar is provided to parents at the beginning of our school year outlining scheduled events that support the implementation of our Reform/Redesign and School Improvement Plan. This information includes but is not limited to the following: Annual Title One Meeting, School Improvement Team meetings, PACSA meetings, Parent Focus Group Meetings, Parent Training/Workshops, Grade Level Meetings, Parent Teacher Conferences, and Pre-K and Grade 5 transition meetings.

Parents are informed about the results of our comprehensive needs assessments and our school-wide reform initiatives during our annual

School-wide Title 1 meeting, monthly PACSA meetings or at one of three scheduled focus group meetings. Two of the monthly parent workshops will provide training to parents on understanding the data and school-wide reform initiatives implemented for school turnaround.

PACSA members will meet with the school leadership team at least three times per year to share their views and concerns regarding the progress of our plan. Data is posted and updated outside of every classroom, in the office and school entrance regarding our school's performance. Grade level meetings allow parents to learn about the reform measures that are specifically aligned with the needs of their children that include such strategies as tiered and guided instruction, the learning cycle, Marzano's Essential Skills for Teaching Rigor, independent learning plans, after school tutoring and the support services that address the social-emotional needs of their children. Also, parents are able to provide feedback regarding the school-wide plan by participating in parent surveys that are administered 3 times per year.

All meetings have flexible meeting dates and times to accommodate Coleman A. Young parents. The Parent School Improvement Calendar is posted in the parent resource room and in the main office. Monthly communications, (i.e. calendars, parent notes and phone calls) are provided as reminders to encourage full parent participation.

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

Coleman A. Young Shall involve parents, in an organized, ongoing, and timely way, in the planning, review,
and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoo-lwide program plan under Section 1114(b) (2), 1118 (c) (3)

CAY Parents have several opportunities to meet with school personnel to address concerns, give feedback and offer suggestions about our school-wide instructional programs and parent engagement activities. Parents communicate their ideas using the school suggestion box, during parent-teacher conferences, grade-level parent meeting and our PACSA meetings. Parents evaluate our school-wide plan in the spring of each school year. A Parent Evaluation Survey is administered during the 4th quarter parent teacher conference and the last PACSA meeting of the school year. Parent notices are sent home as a reminder regarding this survey. Once the survey window is closed, the parent perception data is compiled by the data team. The results are provided to the administration, CAY PACSA president and School Leadership Team. A summary is written that includes recommendations for revising the school-wide plan for the following year. These recommendations are shared at the next Annual School-wide Title One meeting.

| 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 | Coleman A. Young Elementary has a Title I Parent Involvement Policy developed with parent input that addresses how CAY carries out the required activities of ESEA Section 1118 (c) through (f). See attached policy in the ASSIST Additional Requirements Diagnostic. Coleman A. Young Elementary has a Title 1 Parent Involvement Policy that engages parents/guardians to work with staff as a cohesive team to ensure the success of all students. Our goal is to establish a school-family relationship that supports student attainment of Grade Level Curriculum Expectations and Common Core Standards. | Parent Involvement Policy 206-2017 |

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

1. Coleman A. Young will provide assistance to parents in understanding such topics as the Common Core State Standards, Grade Level Curriculum Expectations, monitoring child's progress and how to work with educators. 1118 (e) (1)

1. Coleman A. Young will conduct monthly parent workshops to inform parents about the state standards, curriculum expectations, curriculum content, the role of parents in progress monitoring, and instructional strategies that support learning in the home environment. Parent Teacher conferences allow teachers to dialogue with parents about their child's Individual Learning Plans (ILP's) and progress. Open House and Curriculum Nights give parents an opportunity to preview the curriculum content, Multi-Tiered Support System for instructional interventions, school policies and procedures. During monthly Parent Advisory Council for Student Achievement, (PACSA) meetings, parents receive explanations of state content standards, the Michigan State Required Assessment, NWEA- MAP test results, and curriculum expectations.

2. Coleman A. Young Elementary will provide materials and training to help parents work with their children towards improved student achievement. 1118 (e) (2) (4)

A Parent Resource Room will be established and equipped with resources that help parents to work with their children towards improved student achievement. The Parent Resource Room will be furnished with computers and printer to provide parents with internet access, support employment searches, update resumes, and assist students with school work. Parents will receive training on using our Parent Connect on-line information system to access student grades. Parents will be trained to use the CAY school website to access classroom management policies and procedures, grade level learning expectations, student instructional resources, classroom calendars, teacher communications, classroom assignments, samples of student work, class data and homework assignments. The school Social Worker and state provided Success Coach will work collaboratively with parents and community partners to bring in relevant community programs that will help parents to work with their children to improve student achievement.

3. Coleman A. Young Elementary with the assistance of parents shall educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. 1118(e) (3)

Teachers will participate in professional development/workshops for strategies to increase parental involvement. During grade level meetings, teachers will dialogue on ways to establish two way communications with parents, including ideas such as "Good Calls Home or

Good News Notes". An external provider will provide professional development training to teachers that support parent engagement and collaborations between staff and parents. Literature reviews on parent engagement will be conducted during our PLC meetings.

4. Coleman A. Young Elementary will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with G.S.R.P., public preschool and other programs. 1118 (e) (4)

The Parent Resource Room will be equipped with current information on community outreach programs organized by the School Social Worker. This includes but is not limited to, Mobile Dentist, Lens Crafters Hearing and Vision Program, The Jewish Council of Women Reading Program and our Conflict Resolution Program. The Michigan Department of Social Services Pathways Coordinator will assist families with government aid programs and monitor student attendance, The School Leadership Team will survey parents to identify monthly parent workshops conducted by selected staff and/or external partners. A Parent Calendar of scheduled workshops, Open House, Curriculum Nights, parent teacher conferences, grade level meetings, focus groups and family activities will be posted in the Parent Room and Main Office. Coleman A. Young will provide home visits twice per year for Pre-Kindergarten and Head Start parents, Parents are able to assist teachers during field trips or volunteer in the classroom, or provide support to school operations. Parents of students who are enrolled in the Early Childhood Program are able to attend monthly Parent Meetings to learn strategies that support the growth and development of their children.

5. Coleman A. Young Elementary will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand 1118 (e) (5).

All parent reports, newsletters, flyers, calendars, school and teacher communications are provided to parents in a reader friendly format. Communications are frequent and support two-way communication between school and family and parent and teacher.

6. Coleman A. Young Elementary will provide such other reasonable support for parental involvement activities under this section as parents may request 1118 (e) (14).

The School Social Worker provides additional support for parent involvement through requests by the parent. This includes home visits, and the coordination of instructional plans for home bound students. A Pathways to Potential Caseworker has been assigned to CAY to address truancy and to help parents and their families become more self-sufficient in the areas of education, health and safety.

7. 1118 (f) Accessibility for Disabled Parents, LEP parents, Parents of Migratory Children

Coleman A. Young Elementary will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, include providing information and school reports required under Section 1111 in a format to the extent practicable, in a language such parents understand, in carrying out parental involvement policy 1118 (f).
Parent Summary Reports for the state required assessment, NWEA- MAP, STAR Reading and Math Assessments provide parent friendly information regarding student proficiency with graphic representations of data. Student Diagnostic Reports are compiled using parent friendly language and contain descriptors that explain how to read these reports.

During parent teacher conferences, selected parent workshops, and PACSA meetings, teachers will present student achievement data and explain data results. The Detroit School District provides parent access to district wide and school wide information through the School Messenger (telephone system). CAY has created a SMART Phone application for parents without computer access to convey school-wide events. Flyers, parent notices and monthly school calendars offer a variety of ways to communicate school related information. If needed, an interpreter will be provided for parents upon request. This request will be referred to the School Social Worker or Resource Coordinating

Team (RCT) for further assistance.

Coleman A. Young Elementary has a school website with user-friendly formats. Parent Resource Centers have been established by the district and offers parent training, guidance and assistance. Home Visits are also made available upon request with proper documentation for students who are inbound due to medical condition. The district further mandates Parent Teacher Conferences in addition to flexible meeting times by appointment when necessary. Coleman A. Young's building is handicap accessible.

Coleman A. Young Elementary also recognizes English Language Learners and parents with Limited English capabilities. The Detroit Public Schools district has added an interpretation application to their website to communicate with parents in their native languages.

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

Coleman A. Young Elementary will involve parents in the process of Title I planning, review, and improvement of its programs. Parents will also be included in the development of the school-parent involvement policy and the school parent/guardian compact Section 1114(b) (2), 1118((b), 1118(c) (3).

The instructional staff at Coleman A. Young believes that parents should be involved in the evaluation of the parent component of our school-wide plan. CAY Parents have several opportunities to meet with school personnel to address concerns, give feedback and offer suggestions about our school-wide instructional programs and parent engagement activities. Parents communicate their ideas using the school suggestion box, during parent-teacher conferences, grade-level parent meeting, PACSA meetings and through our parent surveys. Specifically, parents will be asked to participate in a parent survey at the beginning, middle and end of the school year to evaluate the parent involvement component and the School Parent/Guardian Compact of the School Improvement Plan. Surveys will be conducted during our scheduled Open House, parent teacher conferences and curriculum nights. Input will also be gathered during our Parent Focus Group and Monthly PACSA meetings. A summary and/or minutes from each aforementioned activity will be written and submitted to the School Leadership/School Improvement team. At least one parent is represented on the School Improvement team. The School Leadership Team will review the reports and make recommendations for revisions in the Parent Involvement Plan and the School Parent/Guardian Compact at the end of the school year, The recommendations will be presented to parents by the principal during the Annual Title 1 meeting in the following school year. A decision to revise both documents will be reached by consensus during the Annual Title 1 meeting.

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

Coleman A. Young Elementary, under policy that states we shall ensure that, the school wide program plan under Section 1114 (b) (2) if all comments indicating parents' dissatisfaction with the Districts' Title I plan will be collected and submitted along with the plan to the Detroit Public Schools Federal, State and Special Projects Compliance Office. Likewise, all comments indicating parents' dissatisfaction with the school wide plan shall be collected and submitted along with the plan to the local education agency. 1118 (c) (5).

Throughout the year, parents who are satisfied and/or dissatisfied with the program plan voice their opinions in one or more of the following ways; by placing comments in a suggestion box, share concerns at monthly PACSA meetings, or request meetings with instructional and administrative staff. If there are problems that are not addressed, concerns are taken to the Title 1 Compliance Office, then to the assigned School Assistant Superintendent.

This process by which parent dissatisfaction/concerns are identified is presented to parents by the lead building administrator at the initial PACSA meeting, Title 1 Meeting, and/or Open House for the current school year. At the end of the year, Coleman A. Young will use parent survey results, comments, concerns, and suggestions to evaluate the school wide plan. Strengths and weaknesses will be identified from the plan. Targeted areas for school improvement will be addressed and reviewed to determine if those areas are to continue, be improved with close monitoring or stopped. Feedback regarding our parents approval rating, (i.e. strengths and weaknesses as identified in the aforementioned activities is provided at the initial School-wide Title 1 meeting, PACSA meeting and at our Open House for the following school year.

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

Coleman A. Young Elementary has jointly developed with parents, for all students participating in the Title I program, a School-Parent Learning Compact that describes how the entire school staff, parents and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Michigan's high Standards. 1118 (d) (1).

The School-Parent Learning Compact is a documented affirmation of academic responsibility between parent, student and teacher and is jointly developed by the CAY school community. Staff, students and parents work collaboratively to develop the School/Parent/Student Learning Compact through parent surveys, student surveys, staff surveys, parent focus groups and during monthly PACSA meetings. Survey responses and parental comments are reviewed and considered by the Parent Committee and School Improvement Team during the development of the School-Parent Learning Compact. It is revised by consensus at the Annual Title 1 meeting. The compact will be revised annually for improvement in parent, student and teacher collaborations. The School Parent Compact is reviewed with parents during Parent Teacher Conferences.

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

Coleman A. Young Elementary will provide ongoing communication between parents and teachers through parent/teacher conferences at which time the learning compact will be discussed as it relates to individual student achievement 1118 (d) (2) (A).

The School-Parent Learning Compact is initially presented to parents at the Annual Title 1 meeting. During the 1st Parent Teacher Conference, the School-Parent Learning Compact will be presented and explained to parents and students by the classroom teacher. Afterwards, the teacher will ask parents and students to sign the compact. Finally, the classroom teacher will sign the compact. This agreement affirms the importance of school-family partnerships and the impact of this partnership on student achievement. Thereafter, at each conference, the compact will be revisited with parents to ensure it is being followed and to determine if it needs to be modified and/or changed on a per student bases. The signed copy is retained within a file on the school premises.

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

The Principal will schedule a meeting with the School Leadership Team of our feeder school, John R. King. The purpose of this meeting is to

share our data analysis reports for targeted 5th grade students within the following subgroups:
-overage students
-students with high absenteeism
-students progressing from tier 3 to tier 2 but still require instructional support in small groups

During this meeting, the principal will share the instructional practices that supported the growth and development of our grade 5 students and our parent compact that supported the collaborative learning environment between parents, students and the instructional staff within our school.

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

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

Coleman A. Young Elementary will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand 1118 (e) (5).

Coleman A. Young provides individual student academic results to parents during quarterly progress reports, quarterly report card markings, parent teacher conference and grade level parent meetings. Parent Summary Reports for the state required assessment, NWEA-MAP, STAR Reading and Math Assessments provide parent friendly information regarding student proficiency and include graphic representations of data. Student Diagnostic Reports are compiled using parent friendly language and contain descriptors that explain how to read the reports. During parent teacher conferences, scheduled Individual Education Plans, Resource Coordinating Team meetings, selected parent workshops for data review, and P.A.C.S.A meetings, the principal, members of the School Leadership Team and/or school personnel will present student achievement data and explain data results.

At the beginning of the school year, the results of the Annual Education Report is reviewed by the principal at the Annual Title 1 meeting. Parents are able to access this report and letter at the DPS district website. Classroom academic data regarding student proficiency levels in the core subject areas is posted by teachers outside and within each classroom. The data presentations are colorful, creative and engaging but also provides an accurate and current review of data results.

During year one of our school improvement plan, teachers will collaborate to create digital portfolios for all CAY students. The digital portfolios will include relevant information including student achievement, process and demographic data to be used by grade level teams to improve student achievement. The digital portfolios will be shared with parents during parent teacher conferences.

# Component 7: Preschool Transition Strategies

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

OVERVIEW OF PRE-SCHOOL:

Throughout the school year, before pre-school students start kindergarten, preschool students are preparing for the next level of their educational career. Using the High/Scope curriculum, students explore the world around them through active learning experiences. These active learning experiences focus on eight Key Developmental Indicators which are: 1) Approaches to Learning, 2) Social and Emotional Development, 3) Physical Development and Health, 4) Language, Literacy and Communication, 5) Mathematics, 6) Creative Arts, 7) Science and Technology, and 8) Social Studies. Students also learn through field trip experiences, which further expand their knowledge of an area of study.

During the spring, before school starts, formal transition activities begin. In April, Kindergarten teachers implement recruitment activities for the following school year. We invite parents from the community, as well as other Head Start programs, tuition-based child care centers, Great Start Readiness Programs (GSRP), and Early Childhood Developmentally Delayed (ECDD) programs to participate in our transition activities. It is important to us that we involve not only our in-school community, but the community that the school is a part of. We promote these activities by sending flyers to parents of our Pre-Kindergarten students and distribute flyers to surrounding child care programs within a 1-mile radius.

PRE-SCHOOL TRANSITION ACTIVITIES FOR STUDENTS:

To begin the introducing Pre-school children to Kindergarten, students participate in several activities. "Reading Buddies" program (4/10/17-4/13/17, 4/17/17-4/20/17, 4/24/17-4/27/17, and 5/1/17-5/4/17) where Kindergarten students are paired up with Pre-Kindergarteners, so they can read to each other or practice their alphabet and sounds)

Pre-Kindergarteners also go on a Pre-Kindergarten "Field Trip". This activity allows the pre-kindergarten students to take a tour of the kindergarten classrooms and see how the daily routine looks in a kindergarten classroom. Kindergarten teachers show examples of similarities and differences to ease students' anticipation and apprehension. Kindergarten teachers prepare a group activity that can be done with both grade levels. Kindergarten teachers come into the Pre-Kindergarten classroom to participate in activities and observe the skills being taught in the Pre-Kindergarten classroom.

Kindergarten curriculum and students' work are displayed. Kindergarten teachers present Pre-Kindergarten parents and students with workshops that cover the curriculum, daily routines, and typical Kindergarten activities. On a Pre-Kindergarten to Kindergarten special transition home visit (home visits are required twice per school year), Pre-Kindergarten teachers distribute a "Getting Ready for Kindergarten" packet that includes sample daily routine, pre-entry kindergarten basic skills activities, and tips on how to make the transition from preschool to kindergarten. District also provides a "Countdown to Kindergarten" handbook for parents to increase Pre-Kindergarten student readiness as they enter Kindergarten.

**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?**

PRESCHOOL TO KINDERGARTEN TRAINING FOR TEACHERS:

Our Detroit Public Schools Pre-Kindergarten Program Supervisors lead several meetings where preschool curriculum and kindergarten transition is the focus. The Program Supervisors and Pre-Kindergarten teachers have the responsibility to inform the District School Improvement Team about the curriculum for the preschool students, as well as implement district wide preschool to kindergarten transition activities. Transition team meetings between Preschool and Kindergarten teachers and associate teachers are held once a month in January and February and twice a month during the months of March, April, and May. Parent meetings are held once a month during the school year on topics based on a needs assessment survey.

PRESCHOOL TO KINDERGARTEN TRAINING FOR PARENTS AND TEACHERS:

Pre-Kindergarten parents and students participate in group and partnership activities with Kindergarten teachers and students throughout the year, "Around Kindergarten in 30 days" (exploration of the Kindergarten curriculum between Pre-Kindergarten Teachers/students and Kindergarten teachers/students -4/10/17-5/25/17) , and Pre-Kindergarten and Kindergarten Question and Answer Parent Meetings("Curriculum and You" (4/14/17)-Parents will get a chance to explore the Kindergarten curriculum with Kindergarten Teachers and ask questions about what skills will be covered in Kindergarten, "Strategies for Success" (4/21/17- Parents will discuss with Kindergarten Teachers some strategies and techniques to help with their child's success in Kindergarten, and "Countdown to Kindergarten" Open House (4/28/17)- On this informal tour, Pre-Kindergarten parents get a chance to see a Kindergarten classroom in action. The Kindergarten teachers give a syllabus to the parents that will identify classroom procedures and curriculum expectations. The parents are encouraged to get acquainted with the curriculum and resources used to prepare their child for the kindergarten instructional program. A descriptive skill set is provided to parents that outlines what their child should know when entering Kindergarten. Rounding out the transition activities are Pre-Kindergarten Parent workshops, transition home visits, and Kindergarten round up. Pre- Kindergarten parents meet and greet the Kindergarten teachers again.

# 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?**

Coleman A. Young Elementary School stakeholders, including administration, teachers, Para-professionals and parents, practice several strategies to select, use, and make decisions on school-based academic assessments. The staff of Coleman A. Young School believes that all academic assessments should inform and determine the decisions made regarding instruction, social-emotional interventions and parent engagement. Such decisions must align with state and district mandates for educating children to support their growth and development and mastery of the Common Core State Standards and Grade Level Expectations. The professional development of educators is a crucial part of this equation and requires a continuous assessment of their pedagogy and instructional practices to ensure student proficiency.

The School Leadership Team has directed the data team, instructional specialist and instructional coaches to provide training and assignments to the instructional staff regarding program initiatives such as the Instructional Learning Cycle and Marzano Essential Skills for Teaching Rigor. This training includes targeting standards, unwrapping standards, creating performance scales and using formative and summative assessments to focus instructional practices and student learning. Membership on the data team includes a representative from the School Leadership Team, an instructional specialist, the PLC coordinator and teachers from the upper and lower elementary houses. Data presentations are scheduled and documented in the agendas and minutes of our general staff meetings, PLC meetings and School Leadership meetings.

Throughout the school year, teachers take inventory of the assessment resources to determine student proficiency levels and to inform instruction. This inventory includes identifying the external and internal assessments used for the core subject areas, scheduled collection dates, students assessed, accessibility, purpose and key performance indicators. In turn, teachers collaborate at grade level and content level PLC meeting conducted at least bi-monthly to execute the following strategies:

1. Examine and dissaggregate external and internal student achievement data, (states required assessment summary reports, NWEA- MAP results in reading, language usage, math and science, STAR reading and math, the district Pre and Post Tests for Science and Social Studies, ILC formative assessments, and the teacher created writing test and rubric for grades K-5.)
2. Conduct data dialogues to identify student performance indicators targeted by teachers and supported by data outcomes.
3. Develop and implement a grade level Goal Action Plan to address the targeted performance indicators for our student population
   The plan will identify the student population, core subject area, instructional strategies, internal assessment strategies, resources and assessment timeline.
4. Utilize the Instructional Learning Cycle after a review of student data to drill down the State Common Core Standards in the core subject areas. Teachers will target student learning needs, utilize best instructional practices and create pre and post assessments to support student achievement.
5. Write and monitor quarterly, Student Individual Learning Plans.
6. Identify and implement best instructional practices that supports student achievement.
7. Differentiate the classroom assessments used to address student learning needs. The assessment strategies should include peer and self assessments for all students. Also, selection examples can include oral, writing samples, student portfolios,pre-and post tests, quizzes, and performance assessments.
8. Progress monitor and review assessment outcomes at grade level and content level PLC meeting meetings.
9. Revise instructional practices in the classroom upon the review of internal data to address student learning needs and increase student proficiency levels. This includes recommendations for interventions such small group or intensive instruction in reading, writing, math, science, social studies and Resource Coordinating Team intervention.

Teachers collaborate at grade level meetings to decide how they will provide feedback regarding student achievement to parents and students. Progress reports and report cards are made available to parents quarterly. The states required assessment Parent Summary Report is provided annually and Star Reading and Math reports are provided bi-annually.

Teachers review with parents the results of school based assessments during quarterly Parent Teacher Conferences (PTC). This includes a review of the Student's Individual Learning Plan and the data outcomes that support any revisions to this plan. Parents who are unable to attend the parent teacher conferences are able to schedule an appointment at a later date. During the PTC, parents are encouraged to contribute background knowledge and to make decisions about the types of assessments that are more suited to their child's performance ability.

A parent workshop calendar has been developed by the School Leadership Team. The calendar includes scheduled workshops that will review the assessments used at CAY, its purpose and how to interpret the data.

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

All instructional staff is involved in analyzing the results of classroom data at Coleman A. Young Elementary School to improve the academic achievement of all students. The Data Team meets on a regular basis at least once per month and conducts a review of the following:
- Summative and formative assessment data
- Targeted demographic and perception data
- School process data

The review of academic data examines the proficiency gaps that occur between our general student body and our subgroups that includes but is not limited to, students with special needs gender specific comparisons, and social economic status. Data analysis outcomes are shared with the instructional staff by the data team and reviewed by teachers during general staff and PLC grade level/ content area meetings. Teachers within their learning communities make informed decisions about instructional programs, classroom assessments and their instructional practices using the Multi-Tiered System of Support, Marzano's Essential Skills for Teaching Rigor and Instructional Learning Cycle. These decisions are researched based and identified as best practices to insure the academic achievement of all students.

Professional Development is provided to staff on the effective use of data during our general staff and PLC Content/Grade Level Team meetings. Professional development needs are determined by teacher survey results and data results in the core subject areas of reading, writing, math, science and social studies. Resources available to support Professional Development are offered by Detroit Public Schools, Wayne RESA coaches, Michigan State University-Intervention Specialist, and representatives from NWEA, and Renaissance Learning.

A review of academic data by the Data Team and School Improvement team informs the Professional Development schedule and calendar. Selected workshops include training in best instructional practices, technology applications, data analysis strategies and the district's online data management systems.

# 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.**

ENGLISH LANGUAGE ARTS/READING
K-2: Teachers will assess all students through adaptive computer administered STAR Early Literacy, STAR Reading, NWEA-MAP benchmark assessments to identify student strengths, weaknesses and achievement levels. Instructional specialists and teachers will identify and rank students who have difficulty mastering the State's academic achievement standards at an advanced or proficient level. Students targeted for support are those who are 1 to 2 years below grade level as designated by STAR assessments. Utilizing a Multi Tier Student Support System, students scoring 1-1 ½ years below grade level on STAR will be included in Tier II supports. Students scoring 2 years below level on STAR will be included in Tier III supports. When progress monitoring or benchmark assessments indicate a student has gained proficiency in targeted skills, student will be downgraded to a tier with fewer direct instruction teacher supports.

3-5: Teachers will assess all students through adaptive computer administered STAR Reading and the state required assessments. Teacher made assessments and observations will also be used to measure student strengths and weaknesses. Instructional specialists and teachers will identify students who have difficulty mastering the state's academic achievement standards at an advanced or proficient level. Students targeted for support are those who have scored 1-2 years below grade level on the STAR Reading or have been identified as partially or not proficient on the state's required assessment. Students who are 1-1 ½ years below grade level on STAR or partially proficient on the state's required assessment will be included in Tier II supports. Students scoring 2 years below level on STAR or not proficient on the state's assessment will be included in Tier III supports. When progress monitoring or benchmark assessments indicate a student has gained proficiency in targeted skills, student will be downgraded to a tier with fewer direct instruction teacher supports.

ENGLISH LANGUAGE ARTS/WRITING
K-2: Teachers will assess all students through teacher administered pre and post assessments. Common writing prompts by grade level will be utilized and scored by a common rubric. Teacher made assessments and observations will also be used to measure student strengths and weaknesses. Instructional specialists and teachers will identify students who have difficulty mastering the State's academic achievement standards at an advanced or proficient level. Students targeted for support are those whose pre test rubric score is 1, 2 or 3. Students scoring 2 or 3 on the rubric will be included in Tier II supports. Students scoring a 1 on the rubric will be included in Tier III supports. When progress monitoring assessments indicate a student has gained proficiency in targeted skills, student will be downgraded to a tier with fewer direct instruction teacher supports.

3-5: Teachers will assess all students through the state required assessment and/or teacher made assessments. Teacher observations will also be used to measure student strengths and weaknesses. Instructional specialists and teachers will identify grade 4 students who have difficulty mastering the State's academic achievement standards at an advanced or proficient level. Students targeted for support in grade 4 are those whose writing levels are 3 or 4 on the state required assessment. Students targeted for support in grades 3 and 5 are those students who score a 1, 2 or 3 on teacher created rubrics. Students scoring 2 or 3 on the rubric will be included in Tier II supports. When progress monitoring assessments indicate a student has gained proficiency in targeted skills, student will be downgraded to a tier with fewer direct instruction teacher supports.

MATHEMATICS

K-2: Teachers will assess all students through adaptive computer administered STAR Math and MAP benchmark assessments. Teacher made assessments and observations will also be used to measure student strengths and weaknesses. Instructional specialists and teachers will identify students who have difficulty mastering the State's academic achievement standards at an advanced or proficient level. Students targeted for support are those who score 1-2 years below grade level on the STAR math assessment. Textbook and teacher made test results will assist in identifying students for targeted instruction and intervention. Students whose diagnostic STAR results indicate they are 1-1 ½ years below grade level will be placed in the Tier II cohort group. Students whose STAR results indicate they are 2 years below grade level will be placed in Tier III supports. When progress monitoring or benchmark assessments indicate a student has gained proficiency in targeted skills, student will be downgraded to a tier with fewer direct instruction teacher supports.

3-5: Teachers will assess all students utilizing the state test, STAR Math and district NWEA-MAP benchmarks. Teacher made assessments and observations will also be used to measure student strengths and weaknesses. Instructional specialists and teachers will identify students who have difficulty mastering the State's academic achievement standards at an advanced or proficient level. Students identified as partially proficient or not proficient on MSTEP and/or 1-2 years below grade level on STAR Math will be identified for targeted instruction and intervention. Textbook and teacher made test results will assist in identifying students for targeted instruction and intervention. Students whose rating is partially proficient or are1-1 ½ years below grade level on the STAR assessment will be included in Tier II supports. Students whose rating is not proficient or who are 2 years below grade level on STAR assessments will be included in Tier III supports. When progress monitoring or benchmark assessments indicate a student has gained proficiency in targeted skills, student will be downgraded to as tier with fewer direct instruction teacher supports.

SCIENCE

K-2: Teachers will utilize the NWEA/MAP Science Benchmark Assessment and unit pre/post test results to identify students who need instructional interventions. Teachers will create grade level assessments referenced by State of Michigan GLCE's or the Michigan Science Standards. Instructional specialists and teachers will identify students who have difficulty mastering the State's science standards at an advanced or proficient level.

K-2 Students scoring less than 75% on unit pre/post tests or teacher created assessments will be targeted for intervention. Students who score between 50 and 74% proficiency on assessments will be targeted for Tier II instructional support. Students who score below 50% proficiency will be targeted for Tier III support. When progress monitoring assessments indicate a student has gained proficiency in targeted skills, student will be downgraded to a tier with fewer direct instruction teacher supports.

3-5: Teachers will utilize  the NWEA-MAP and MSTEP proficiency results, unit pre/post test, and teacher made assessments to identify students who need instructional interventions. Grade 4 students who are partially proficient or not proficient on the State's required assessment or on the Science Benchmark will be targeted for Tier II and III interventions. Students in grades 3 and 5 who are partially proficient or not proficient on the NWEA/MAP will be targeted for Tier II and III interventions.  3-5 grade level students who score between 50 and 74% proficiency on pre/post tests will be targeted for Tier II Supports. 3-5 grade level students who scored below 50% proficiency on pre/post tests will be targeted for Tier III supports. When progress monitoring assessments indicate a student has gained proficiency in targeted skills, the student will be downgraded to a tier with fewer direct instruction teacher supports.

SOCIAL STUDIES

K-2: District and unit pre/post test results, textbook and teacher made assessments will be utilized to determine students who are in need of Social Studies intervention. Teachers will create grade level assessments referenced by State of Michigan GLCE's. Instructional specialists and teachers will identify students who have difficulty mastering the State's academic achievement standards at an advanced or proficient level. Students targeted for support are those scoring at less than 75% proficiency on common teacher created assessments will be targeted

for intervention. Students who score between 50 and 75% proficiency on assessments will be targeted for Tier II Supports. Students who score below 50% proficiency will be targeted for Tier III supports. When progress monitoring assessments indicate a student has gained proficiency in targeted skills, student will be downgraded to a tier with fewer direct instruction teacher supports.

3-5: Textbook and teacher made assessments will be utilized to determine students who are in need of Social Studies intervention. Teachers will create grade level assessments referenced by State of Michigan GLCE's. Fifth grade students will also be assessed through the state test. Instructional specialists and teachers will identify students who have difficulty mastering the State's academic achievement standards at an advanced or proficient level. Students targeted for support are those scoring at less than 75% proficiency on common teacher created assessments will be targeted for intervention. Students who score between 50 and 75% proficiency on assessments will be targeted for Tier II Supports. Students who score below 50% proficiency will be targeted for Tier III supports. When progress monitoring assessments indicate a student has gained proficiency in targeted skills, student will be downgraded to a tier with fewer direct instruction teacher supports.

**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?**

ENGLISH LANGUAGE ARTS/READING
K-2: Tier II students will additionally be supported through small group instruction. Tier II Students who have been identified for targeted intervention will be assigned to a small instructional group. These groups will be conducted during center based practice time. Smaller groups of six to ten students will be taught by the classroom teacher with instruction based on skill needs as indicated by STAR Reading progress monitoring results NWEA/MAP prescriptions for reading.

Tier III Students will be placed in a pull-out small groups of four to six students for intensive intervention. All students in small groups will receive intervention at their skill level as determined by monthly progress monitoring. The small groups will be taught by trained volunteers and managed by a highly qualified teacher who monitors the student's progress and identifies skill deficiencies to be taught. Specifically, at the end of the 10 day period of direct instruction, the classroom teacher will Progress Monitor the students to ensure measured success and inform subsequent skill lessons. This process of small group direct instruction continues until the next assessment window, at which time, it is determined if a student has shown substantial progress to move out of their small group or needs additional instruction for mastery. Differentiated instruction is embedded in this program and is a mandate for implementation. Additional time will be made available through 120 minute block of ELA instruction, 30 minutes per day for small groups instruction.

3-5: Tier II Students who have been identified for targeted intervention will be assigned to a small instructional group. Small groups of six to ten students will be taught by the classroom teacher with instruction based on skill needs as indicated STAR Reading progress monitoring results.

Tier III Students will be placed in small groups of four to six students for intensive intervention. All students in small groups will receive intervention at their skill level as determined by monthly progress monitoring. The small groups will be taught by the classroom teachers. Specifically, at the end of the 10 day period of direct instruction, the classroom teacher will progress monitor students to determine proficiency and inform subsequent skill lessons. This process of small group direct instruction continues until the next assessment window, at which time, it is determined if a student has shown substantial progress to move out of a their group or needs additional instruction for mastery. Differentiated instruction is embedded in this program and is a mandate for implementation. Additional time will be made available through a 120 minute block of ELA instruction, 30 minutes per day for small group instruction.

ENGLISH LANGUAGE ARTS/WRITING

K-2: Tier II Students who have been identified for targeted intervention by a score of 2 on teacher scored rubric will be assigned to a small instructional group. Small groups of six to ten students will be taught by the classroom teacher with instruction based on skill needs as indicated by rubric assessment and progress monitoring. These groups will be conducted during center based practice time.

Tier III students as identified by a score of 1 on the pre-test rubric will be supported through small group classroom instruction of four to six students as well as engage in a weekly writing clinic designed to provide direct instruction on specific skills. Additional time will be made available through 120 minute block of ELA instruction.

3-5: Tier II Students who have been identified for targeted intervention by score of 2 or 3 on a rubric scored pre-test will be assigned to a small instructional group. Small groups will be taught by the classroom teacher with instruction based on skill needs as indicated by pre-test rubric score and progress monitoring. These groups will be conducted during center based practice time.

Tier III students as identified by a score of 1 on the pre-test rubric will be supported through small group classroom instruction of 3-4 students as well as engage in a weekly writing clinic designed to provide direct instruction on specific skills. With district approval 120 minutes of Language Arts scheduled daily will provide for additional writing time.

MATHEMATICS
K-2: Tier II students will be assigned to small groups for focused instruction in Math. They will be involved in independent Accelerated Math assignments. Tier II students will receive targeted instruction as determined by pre and post assessments. Tier III learners will be supported through small pull-out group direct instruction. These students will be assigned individual skill based assistance from teachers and school service assistants. All students will be supported through additional instructional time (90 minutes), and extended school year will be provided to all students.

3-5: Tier II students will receive targeted instruction as determined by pre and post assessments. Tier III learners will be supported through small pull-out group direct instruction. These students will be assigned individual skill needs assistance based on pre and post assessments. Group instruction will be intensive, individualized and provided by a teacher or trained school service assistant. To provide more mathematics time all grade 3-5 students will participate in a 90 minute math block daily.

SCIENCE

K-2: Tier II students will be involved in small groups of 3-4 students with increased exposure to science content and skill based instruction as well as technology based support. Tier III students will also receive individualized differentiated instruction by trained school assistants or lead teacher as needed.

3-5: During inquiry learning time Tier II students will be placed in small groups of 3-4 students and participate in center based instructional activities. Tier III students in groups of 1-3 will be pulled out weekly for differentiated science inquiry and informational reading activities. Additional instructional and learning time will be provided by an extended school year. Student progress monitoring is ongoing through unit tests and teacher made tests.

SOCIAL STUDIES
K-5: Students identified as requiring Tier II and Tier lll intervention will be targeted for small group instruction by the classroom teacher. Students will be placed in ability groups of 3-5 students. This instruction will be conducted during whole group center based practice and project time. In addition, Tier III students will receive individualized instruction and after school tutoring three per week for a total of 90 minutes 20 week program.

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

ENGLISH LANGUAGE ARTS/READING
K-5: Teachers will create an individual learning profile (ILP), and digital portfolio for each student. and assist students by utilizing personal learning style strategies as directed by Gardner's multiple intelligences. Teachers will differentiate content based on student knowledge as determined by common assessment scores. Teachers will draw upon student interests, and reading levels. Utilizing the MTSS model, Tier I students will be supported through direct interactive instructional strategies, textbook resources including leveled readers through the Accelerated Reader program, independent work assignments, reading centers and audio/visual devices, (i.e. pictures, charts and visual aids).

Tier II students will engage in Tier I activities but will be allowed to work at their own pace. Teachers will assign students in tier II to ability groups for guided reading activities. Strategies from Marzano's Essential Skills for Achieving Rigor will be utilized to insure multiple levels of questioning and thinking. Teachers will activate prior knowledge and build background knowledge. Teachers will conduct Read Alouds to build vocabulary. Teachers will support Tier II students by matching task complexity to student level, providing topic choice, projecting choices based on learning style, using graphic organizers, task menus and learning centers. Teacher will set up literature circle groups as well as cubing activities designed to support all three tiers. Students will have opportunities to design, create, make, draw and write to indicate understanding of a concept.

Tier III student will be supported through content, process and product differentiation within the regular curriculum. This includes using the aforementioned strategies discussed for tier II students. In addition, the instructional staff will provide tier III students 30 minutes of increased instructional time daily utilizing small group reading interventions. Tier III students will attend after school tutoring sessions to increase instructional time at least twice per week for a total of 90 minutes.

ENGLISH LANGUAGE ARTS/WRITING
K-5: Teachers will utilize the writing process instructional model as designed by 6 + 1 Writing Traits. Teachers will draw upon student interests, and writing levels. Teachers will create a learning profile (ILP) and digital portfolio for each student and will assist students by utilizing personal learning style strategies as directed by Gardner's Multiple Intelligence. For all students, teachers will differentiate content as determined by students' scores on the teacher created writing rubric. Utilizing the MTSS model, Tier I students will be supported through direct interactive instructional strategies, guided and independent practice. Tier I students will create writing portfolios for selected writing pieces that represent the writing process. Scope and sequence as well as reading connections will be determined utilizing the writing portion of Imagine It Language Arts series.

Tier II and III: Teachers will teach the writing process using guided instruction strategies. Students will be placed in ability groups as determined by their scores on teacher created writing rubrics. Students will work at their own pace within the classroom. Teachers will provide students with writing topics and planning organizers. Students will create writing portfolios for selected writing pieces that represent the writing process. Tier II students will be able to participate in the writing clinic at least once per week for 30 minutes for additional support.

Tier III students will be supported through increased and intensive instructional time. Tier III students will participate in a writing clinic. The clinic will be facilitated by a Title 1 Writing Teacher. The teacher will use guided writing strategies to teach the writing process. The teacher will conference with tier III students twice weekly for a total of 60 minutes to assist students in moving their writing forward. Tier III students will attend after school tutoring sessions to increase instructional time three times per week for a total of 90 minutes.

MATHEMATICS

K-5: Teachers will differentiate content as determined by student performance on the state's required assessment for grades 3-5, STAR Math diagnostic for grades 1-5 and district's Pre and Post Mathematics Assessment for grades K-2. Teacher will create an individual learning profile (ILP) and digital portfolio for each student. Teachers will assist students by utilizing personal learning style strategies as directed by Gardner's Multiple Intelligence. Utilizing the MTSS model, all students will be supported through the use of content, process and product adaptations. Teachers will use direct instruction, math manipulatives, center based learning and computer technology support activities.

Tier II students will be assigned to small intervention groups to target learning gaps in math. Teachers will provide guided instruction, use center based learning and math manipulatives to focus instruction and learning. Students will complete customized Accelerated Math assignments to demonstrate improvement.

Tier III learners will be supported through small pull-out group direct instruction. Resource teachers will assigned Accelerated Math individual skill based lessons to tier III students. Tier III students will receive increased instructional time of 30 minutes daily and attend after school tutoring session twice per week for a total of 90 minutes.

SCIENCE

K-5: Teachers will differentiate content as determined by student performance on the state's MEAP Science Assessment for grade 5 and the district's Pre and Post Science Assessment for grades K-4. Teachers will create digital portfolios for each student and support student learning by utilizing personal learning style strategies as directed by Gardner's Multiple Intelligence. Utilizing the MTSS model, all students will be supported through the use of content, process and product adaptations. Science instruction will be engaging, utilize critical thinking at all levels and provide a balance between student selected and teacher selected activities. Students will work in collaborative groups and use scientific materials that support hands-on/minds-on science activities. All students will use science journals and knowledge drawings. Instruction will draw from varied resources and will include literature integration.

Tier II and III students will be involved in small collaborative groups of 4-6 students with increased exposure to science content through the use of center based learning and technology support activities. Teachers will provided guided instruction to selected small groups during center based learning time. Center based learning will take place in the classroom so that all students are allowed to move through areas.

SOCIAL STUDIES

K-5: Students identified as requiring Tier II and Tier lll intervention will be targeted for small group instruction by the classroom teacher. Students will be placed in ability groups of 3-5 students. This instruction will be conducted during whole group center based practice and project time. In addition, Tier III students will receive individualized instruction during the school day.

## 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.**

Coleman A. Young Elementary School will be consolidating Title 1 - Part A and State General Funds, to increase flexibility and upgrade the entire educational program by intentionally coordinating instructional programs and consolidating financial resources rather than operating categorical programs as separate services thus improving the academic performance of all students, particularly the lowest-achieving students. A Comprehensive Needs Assessment was conducted using our assessment data and a plan was created that meet all the requirements of Federal and State funds. State educational agency and local education agency programs and other Federal programs that will be coordinated in the school-wide
program are:

FEDERAL RESOURCES, PROGRAMS, AND GRANTS
Title 1 funding
National Food Service - provides free and reduced lunches; universal breakfast
Special Education Service -provides staff, supplementary materials and books, professional development
Speech and Language Therapy - provides staff and materials
School Social Work -provides staff and materials

STATE RESOURCES, PROGRAMS, AND GRANTS
Department of Health: Vision and Screening - provides staff, materials
General Funds - Staff, PD, materials

LOCAL RESOURCES, PROGRAMS, AND GRANTS
Mobile Dentist - provides staff, materials, dental care and screening
Lens Crafter's and See to Achieve- provides students with free glasses.
Violence Prevention Gang Squad and T.A.C.T.- provides students with strategies with conflict resolution
National Council of Jewish Women's Tutorial Program - provide reading intervention to students

**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.**

COMPONENT 1 - COMPREHENSIVE NEEDS ASSESSMENT

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Title 1 Part A provides: (1) ELA Instructional Specialist, (1) full time social worker, (2) Ed Tech's
Title II A: Class Size Reduction Staff
National Lunch Program

STATE RESOURCES, PROGRAMS AND GRANTS:
General Fund provides: Content and Homeroom teachers
Fresh Fruits and Vegetables Program

Title I Part A provides: Instruction Specialist, full-time, Social Worker, Teachers, (2) Educational Technicians, (2) School Service Assistants, (2) Ed Tech's, Field Trips
Transportation, Classroom Technology, Workshops, Professional Development, Parental Involvement, Supplemental Resources and Materials.

Title II A provides: Professional Development

STATE RESOURCES, PROGRAMS AND GRANTS:
General Funds provides: Staff, Curriculum, Professional Development supplies and materials

LOCAL RESOURCES, PROGRAMS AND GRANTS:
T.A.C.T. provides materials and supplies, Parent Involvement meetings, Weekly team meetings, Trainings, Pedagogical Solutions provides 1:1 teachers training for all math instructors.

COMPONENT 2 - SCHOOL-WIDE REFORM STRATEGIES

FEDERAL RESOURCES, PROGRAMS AND GRANTS
Title 1 Part A provides: Instructional Specialist, Teachers, Social Workers, School Service Assistants, Ed Techs, Field Trips, Transportation, Classroom Technology, After School, Professional Development, Parent Involvement, Resources, Supplemental Resources and Supplies.
Title II A provides: Class Size Reduction Teachers and Professional Development.

LOCAL RESOURCES, PROGRAMS AND GRANTS:
School Level Parent Organization provides: Stakeholders, Parent Involvement
Pedagogical Solutions - Math Teacher trainings in grades 4 & 5, Small Group Instruction, After school Tutoring program, Professional Learning Communities
Garden Grant

COMPONENT 3 - HIGHLY QUALIFIED STAFF

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Title 1 Part A provides: Professional Development for the following Instructional Specialist, Social Workers,Teachers, Educational Technicians, School Service Assistants
Title II A: Class Size Reduction and Professional Development

STATE RESOURCES, PROGRAMS AND GRANTS:
General Funds provides: Staff and Professional Development, workshops, trainings, conferences

LOCAL RESOURCES, PROGRAMS AND GRANTS:

COMPONENT 4 - ATTRACT AND RETAIN HIGHLY QUALIFIED STAFF

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Title 1 Part A provides: Instructional Specialist, Social Workers, Teachers, Educational Technicians, School Service Assistants, Classroom Technology and Professional Development.
Title II A provides Class Size Reduction

STATE RESOURCES, PROGRAMS AND GRANTS:
General Funds provides: Staff, Curriculum, Professional Development

LOCAL RESOURCES, PROGRAMS AND GRANTS:
Flexible Scheduling

COMPONENT 5 - PROFESSIONAL DEVELOPMENT

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Special Education Services provides: Resource teachers, Speech and Language, Social Workers, School Psychologist, Attic Resources, Professional Development, Supplemental Supplies and Materials.

Title I Part A provides: Instruction Specialist, Social Worker, Teachers, Educational Technicians, School Service Assistance, Field Trips Transportation, Classroom Technology, Workshops, Professional Development, Parental Involvement, Supplemental Resources and Materials.

Title II A provides: Professional Development

STATE RESOURCES, PROGRAMS AND GRANTS:
General Funds provides: Staff, Curriculum, Professional Development supplies and materials

LOCAL RESOURCES, PROGRAMS AND GRANTS:
T.A.C.T. provides materials and supplies, Parent Involvement meetings, Weekly team meetings, Trainings, Pedagogical Solutions provides math teacher training.

COMPONENT 6 - PARENTAL INVOLVEMENT

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Professional Development, Supplemental Supplies and materials. Title I Part A provides: Field Trips, workshops, trainings, field trips and Materials

COMPONENT 7 - PRESCHOOL TRANSITION

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Professional Development, Supplemental Supplies and Materials.
Title I Part A provides: Assistants, Field Trips,transportation, Classroom Technology, Workshops, Professional Development, Parental Involvement, Supplemental Resources and Materials

Title II A provides: Professional Development

COMPONENT 8 - TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Title 1 Part A provides: Conferences, trainings, workshops, literature,

COMPONENT 9 - TIMELY AND ADDITIONAL ASSISTANCE

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Title I Part A provides: Instructional Specialist, Social Workers, Teachers, Educational Technicians, School Service Assistants, Field Trips,

LOCAL RESOURCES, PROGRAMS AND GRANTS:
School Level Parent Organization provides: Stakeholders, T.A.C.T. & Violence Prevention Gang Squad -students conflict resolution strategies, MiBLSI, Green School Initiative

COMPONENT 2 - SCHOOL-WIDE REFORM STRATEGIES

FEDERAL RESOURCES, PROGRAMS AND GRANTS
Title 1 Part A provides: Instructional Specialist, Teachers, Social Workers, School Service Assistants, Field Trips, Transportation, Classroom Technology, After School, Professional Development, Parent Involvement, Resources, Supplemental Resources and Supplies.
Title II A provides: Class Size Reduction Teachers and Professional Development.

LOCAL RESOURCES, PROGRAMS AND GRANTS:
School Level Parent Organization provides: Stakeholders, Parent Involvement
Pedagogical Solutions - Math Teacher training in grades 4 & 5, Small Group Instruction, After school Tutoring program, Professional Learning Communities

COMPONENT 3 - HIGHLY QUALIFIED STAFF

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Title 1 Part A provides: Professional Development for the following Instructional Specialist, Social Workers, Teachers, Educational Technicians, School Service Assistants
Title II A: Class Size Reduction and Professional Development

STATE RESOURCES, PROGRAMS AND GRANTS:
General Funds provides: Staff and Professional Development, workshops, trainings, conferences

LOCAL RESOURCES, PROGRAMS AND GRANTS:

COMPONENT 4 - ATTRACT AND RETAIN HIGHLY QUALIFIED STAFF

FEDERAL RESOURCES, PROGRAMS AND GRANTS:

Title 1 Part A provides: Instructional Specialist, Social Workers, Teachers, Educational Technicians, School Service Assistants, Classroom Technology and Professional Development.
Title II A provides Class Size Reduction

STATE RESOURCES, PROGRAMS AND GRANTS:
General Funds provides: Staff, Curriculum, Professional Development

LOCAL RESOURCES, PROGRAMS AND GRANTS:
Flexible Scheduling

COMPONENT 5 - PROFESSIONAL DEVELOPMENT

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Special Education Services provides: Resource teachers, Speech and Language, Social Workers, School Psychologist, Attic Resources, Professional Development, Supplemental Supplies and Materials.

Title I Part A provides: Instruction Specialist, Social Worker, Teachers, Educational Technicians, School Service Assistance, Field Trips Transportation, Classroom Technology, Workshops, Professional Development, Parental Involvement Liaison, Supplemental Resources and Materials.

Title II A provides: Professional Development

STATE RESOURCES, PROGRAMS AND GRANTS:
General Funds provides: Staff, Curriculum, Professional Development supplies and materials

LOCAL RESOURCES, PROGRAMS AND GRANTS:
T.A.C.T. provides materials and supplies, Parent Involvement meetings, Weekly team meetings, Trainings,

COMPONENT 6 - PARENTAL INVOLVEMENT

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Professional Development, Supplemental Supplies and materials.
Title I Part A provides: Field Trips, workshops, trainings, field trips and Materials

COMPONENT 7 - PRESCHOOL TRANSITION

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Professional Development, Supplemental Supplies and Materials.
Title I Part A provides: Assistants, Field Trips,transportation, Classroom Technology, Workshops, Professional Development, Parental Involvement, Supplemental Resources and Materials

Title II A provides: Professional Development

COMPONENT 8 - TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Title 1 Part A provides: Conferences, trainings, workshops, literature,

COMPONENT 9 - TIMELY AND ADDITIONAL ASSISTANCE

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Title I Part A provides: Instructional Specialist, Social Workers, Teachers, Educational Technicians, School Service Assistants, Field Trips, intervention programs

COMPONENT 10 - COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS

FEDERAL RESOURCES, PROGRAMS AND GRANTS:
Special Education Services provides: Resource Room Teachers, Speech and Language, Social Workers, School Psychologists, Attic Resources, Professional Development, Supplemental Supplies
and Books.

Title I Part 1 provides: Instructional Specialist, Social Workers, Teachers, Educational Technicians, School Service Assistants, Field trips,

Transportation, Classroom Technology, After School, Professional Development, Parental Involvement, Resources, Supplemental Resources and Materials.

Title II A: Class Size Reduction Teachers, Professional Development
National Food Service provides: Universal Breakfast and Free/Reduced Lunch

STATE RESOURCES, PROGRAMS, AND GRANTS
General Funds provide: Staff, curriculum, Professional Development, Robotics

LOCAL RESOURCES, PROGRAMS, AND GRANTS
Mobile Dentist -dental care and screening
Title I School-wide Diagnostic, Cool Chemistry, After School tutoring

Lens Crafter's & See to Achieve - free eyescreening and free glasses
National Council of Jewish women Tutorial Program-reading intervention
Pedagogical Solutions - provides highly qualified teachers for math program for students in grades 4 & 5
School Level Parent Organization & T.A.C.T.- Stakeholders, Parent Involvement, Violence Prevention Gang Squad -students conflict resolution strategies, DPR - Cool Chemistry

**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.**

1. Violence Prevention: Conflict Resolution is in place at Coleman A. Young in grades Kindergarten through 5th

grade. This program teaches children how to resolve issues in positive not violent ways. This is funding is through Title 1.

2. Nutrition Programs: Federal government programs provide food for all students in Coleman A. Young Pre-Kindergarten through 5th grade free of charge. This funding source is from the Federal government.
3. Housing Programs: (Not applicable)
4. Headstart/Pre-School: The funding source is Federally Funded.
5. Adult Education: (Not applicable)
6. Vocational/Technical Education: (Not applicable)
7. Job Training: (Not applicable)

# Evaluation:

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

Coleman A. Young Elementary will evaluate the School Improvement Plan (SIP) annually. This evaluation will occur in May during our School Leadership Team meeting with input from our Data Team PLC coordinator and PLC team leaders. The PLC grade level/content area teams will meet in April to conduct a final review of academic data and the school improvement goals and activities. This review of data includes the state required assessment, NWEA-MAP, STAR Reading and Math, fomative assessments utilized when implementing the Instructional Learning Cycle for all core subject areas, and the District Pre and Post Tests for Science and Social Studies.

Each PLC team will provide a summary of student assessments administered, student proficiency levels, and instructional strategies that positively affected student growth to the data team. The Data team and School Leadership Team will review the summaries and compile a report that identifies school-wide gains and deficits with regard to student achievement and effective instructional practices for all core subject area. This report will include recommendations for revisions of our School-wide Title I budget, instructional and social programs and community partnerships. The School-wide Evaluation Report will be shared with all stakeholders, (parents, students, instructional staff and community partners) via Annual Title I meeting and the first PACSA meeting.

The evaluation process will include an in depth review of one specific strategy utilizing the state Program Evaluation Tool. This school year we decided to evaluate our Professional Learning Community goal. Surveys were complete by our instructional staff and analyzed by the data team. A summary report was presented regarding this perception and process data. These results informed our responses regarding, impact, readiness, knowledge and skills, opportunity and implementation with fidelity. The School Leadership team worked collaboratively on the completion of the Program Evaluation Tool to insure that the final document was bases on the consensus of our school community

**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.**

Evidence utilized to determine the effectiveness of our instructional programs and to identify significant student growth and development will include student academic data, survey data and school process data. Reports to be reviewed and analyzed are the School Process Rubrics(40), the School Data Profile/Analysis,State Required Assessment Grade Level Summaries, NWEA-MAP summaries, STAR Reading and Math, ILC common assessments developed for tiered 2 and 3 interventions and District Pre and Post Test for Science and Social Studies. The evaluation will also include a review of parent and student surveys that are conducted three times a year. A final report is written by the School Data Team and presented to the Reform/Redesign Leadership Team.

**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.**

Success of the school wide programs is determined by using the nationally normed NWEA/ MAP assessment and the District Incremental Growth Targets. Also, CAY uses MI School data to identify the gaps between the state percent of students proficient, the district percent of students proficient and the school percent of students proficient.

Proficiency targets for the 2017-2018 school year are based on the District Incremental Growth Targets assigned during the 2014-2015 (Baseline) school year. The current targets for the next school year are as follows: Reading 56.6, Math 56.8, Language Usage 57.2, Science 60.0 and Social Studies 60.2.

According to the Annual Education Report (AER) for January 2017, 8% of all students in grades 3-5 scored at or above proficiency in English Language Arts, leaving a 40% gap between the state proficiency of 48% and a 3% gap between the district proficiency of 11%. 9.4% of all students in grades 3-5 scored at or above proficiency in Math, leaving a 31.6% gap between the state proficiency of 41%. CAY students exceeded the district proficiency of 7% by 2.7%. 0% of grade 4 students were proficient in science, leaving a 14.7% gap between the state and a 1.8 % gap between the district. 0% of grade 5 students were proficient in Social Studies, leaving a 18.9% gap between the state and a 2.8% gap between the district.

According to the NWEA/MAP Assessment Winter 2017, 39.09% of all students in grades k-5 were proficient in Reading, leaving a 17.71% gap between all students and the district proficiency target of 56.6%. 36.63% of all students were proficient in Language Usage, leaving a 20.57% gap between all students and the district proficiency of 5.2% 34.67% of all students were proficient in Science, leaving a 25.33% gap between all students and the district proficiency target of 60%.

According to the District Content Area Benchmark Assessment First Semester Post Test, 64.8% of all students were proficient in Social Studies. leaving a + 4.6% gap between all students and the district proficiency target of 60.2%.

The results of the Student Growth Snapshot (SGS) data for English Language Arts revealed that 21% of all students demonstrated an above average growth, 45.5% demonstrated average growth and 33% demonstrated a below average growth on the MSTEP Assessment for two or more consecutive testing periods. The results of the SGS data for Math revealed that 45.9% of all students demonstrated an above average growth, 29.4% demonstrated average growth and 24.7% demonstrated below average growth. This data supports that the percent of students who were not proficient decreased and that student growth had a positive growth trajectory.

**4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The School Leadership Team is scheduled to meet during the 4th quarter of the school year and conduct data dialogues that include feedback from our grade level/content area PLCs team leaders. PACSA representatives are invited to meet jointly with the School Leadership Team at least 3 times per year to review, monitor and evaluate our progress on the big ideas and goals identified in our reform/redesign and school improvement plan. Our review of data includes the following:
-Academic, State Required Assessment, NWEA-MAP, STAR Reading and Math, Content Area Pre/Post tests for k-2 Science and K-5 Social Studies
-Process, School System Rview, Professional Learning Community Survey
-Demographic, School-wide Information System (SWIS), MI STAR School Information System
-Perception, Chicago Five Essentials, AdvanceEd Perception Surveys, Comprehensive School Climate and Culture Survey

After the review of data, the School Leadership Team will identify those instructional practices and programs that have been effective and our next steps for instructional programs and practices that were ineffective at our school. Instructional strategies that correlate with significant change in student academic performance will be continued. Instructional practices that do not effect significant change will be further examined to determine if such programs should be adjusted or terminated.

The School Leadership  Team will revisit teacher performance, use of the instructional learning cycle, technology application, school-wide reform measures and our professional development schedule before the next steps are implemented. All school/student information and progress that is collected will be disseminated to all stakeholders through parent workshops, parent letters,
our school website, parent teacher conferences, and PACSA meetings. We also provide phone conferences and a flexible meeting schedule.

# 2017-2018 Coleman A. Young Elementary School Goals and Plan

# Overview

**Plan Name**

2017-2018 Coleman A. Young Elementary School Goals and Plan

**Plan Description**

# Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|---|---|
| 1 | All students at Coleman A. Young will be proficient in Reading. | Objectives: 2<br>Strategies: 6<br>Activities: 29 | Academic | $93500 |
| 2 | All students at Coleman A. Young will be proficient in Math. | Objectives: 2<br>Strategies: 6<br>Activities: 32 | Academic | $60700 |
| 3 | All students at Coleman A. Young will be proficient in Social Studies. | Objectives: 1<br>Strategies: 2<br>Activities: 13 | Academic | $31000 |
| 4 | All students at Coleman A. Young will be proficient in Science. | Objectives: 1<br>Strategies: 2<br>Activities: 16 | Academic | $38000 |
| 5 | All students at Coleman A. Young will be proficient in Writing. | Objectives: 2<br>Strategies: 4<br>Activities: 18 | Academic | $100000 |
| 6 | All students will learn in a positive culture and climate | Objectives: 1<br>Strategies: 2<br>Activities: 10 | Organizational | $75000 |
| 7 | Teaching and Learning Supports will be provided for all students to improve academic achievement. | Objectives: 1<br>Strategies: 1<br>Activities: 5 | Organizational | $23000 |

# Goal 1: All students at Coleman A. Young will be proficient in Reading.

**Measurable Objective 1:**

56% of Kindergarten, First and Second grade students will demonstrate a proficiency in grade level decoding skills & phonemic awareness in English Language Arts by 06/28/2019 as measured by district RDG assessments (STAR and MAP).

**Strategy 1:**

Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor K-2, Tier 1 - Teachers will utilize Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor as an instructional model to support all students in acquiring the skills and strategies necessary to be proficient reading with specific emphasis on the targeted gaps, phonemic awareness and decoding skills for grades K-2..

The PLC model includes:

1. Scaffold Instruction

Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. (Previewing new content)

Instructional staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses. (Identifying critical content)

2. Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. (Helping students elaborate on content) Instructional staff will design activities that engage students in asking cognitively complex questions to support critical thinking. Create their own representation of the content and processes in which they are interacting including more abstract representation of content. (Helping students record and represent knowledge)

3. Analytical & Critical Metacognition

Instructional staff will demonstrate and model metacognitive practice for all students. Staff will engage students in activities that examine specific details as well as "big ideas" to deepen their thinking throughout the learning cycle. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. (Helping students examine similarities and differences) Instructional staff will demonstrate and model metacognitive practice for all students. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning. Staff will design activities in which students will analyze information for errors and critique content for overall logic in arguments. (Helping students examine their reasoning)

4. Scaffold Student Autonomy

Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. (Helping student revise knowledge) Instructional staff will engage students in cognitively complex task. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task. (Helping students engage in cognitively complex task)

5. Demonstrated Independence

Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

Category: English/Language Arts
Research Cited: Marzano, R. J., & Toth, M. D. (2014). Teaching for rigor: A call for critical instructional shift: Why essential shifts in instruction are necessary for teachers and students to succeed with college and career readiness standards. Learning Science Marzano Center, West Palm Beach, Fl. March, 3-23.

Ehri, L., & Roberts, T. (2006). The roots of learning to read and write: Acquisition of letters and phonemic awareness. In D. Dickinson & S. Neuman (Eds.), Handbook of early literacy research (Vol. 2, pp. 113–130). New York: Guilford.

Identification of rhymes is a foundational phonemic awareness skill that many students pick up through language play. The authors provides research based instructional activities for the development decoding and phonemic awareness skills. The activities are inquiry based, with emphasis on learning through play and supports all 4 learning learning styles for student engagement using center based learning.

Cunningham, P. M. (2000). Phonics they use: Words for reading and writing. New York: Longman.

The author sites a multitude of research that indicates what is known about what good readers do and what that means in terms of decoding skills. She then provides detailed activities to provide instruction and practice in phonemic awareness, phonics, spelling, high-frequency words, and vocabulary. She also indicates that all the activities suggested are multilevel to support all learners.

Tier: Tier 1

| Activity - Ryhming & Multisensory Mapping for Phonemic Awareness and Decoding Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers will engage students in Multisensory Mapping activities such as: Make a new word by changing the initial sounds in [came/same], use the rhymes to generate more words, create a new sentence for the poem using the generated rhymes, math sounds and pictures, model identification sound, math letter and sound, trace the letter and audio visual content computer applications | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Title I Part A | All K-5 teachers of Reading, Instructional Specialists, and School Service Assistants. |

| Activity - Parent Engagement Literacy Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The instructional staff will schedule an English Language Arts Literacy Night for parents of students in K-2. | Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | Title I Part A | ELA Content Area Teachers |

| Activity - Monitor Implementation of The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor in reading. | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will Progress Monitor students in Tier 1, every 3-4 weeks using STAR Early Literacy, MAP data and Accelerated Reading assessments. Teachers will review the online Instructional Learning Plan of all students every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

| Activity - Professional Development Tier 1 K-2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train K-2 grade level teachers in the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model and in decoding and phonemic awareness Instructional practices. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Title I Part A | ELA Instructional Specialists |

| Activity - Teaching Tools | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

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|---|---|---|---|---|---|---|---|---|
| Staff will be provided with the necessary teaching tools to support implementation of the PLC model in reading including, but not limited to (copies, laptops, Ipads, printers, teaching supplies, etc…). | Materials, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $20000 | Title I Part A | Principal and Academic Engagement Officer |

| Activity - Real World Experiences K-2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Grade level teachers will schedule district approved field trips that allow students to experience and make real world applications in reading at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1750 | Title I Part A | Grade Level Teachers |

| Activity - Previewing New Content | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will preview new content with k-2 students by engaging them in the following activities:<br>1. Use KWL/RAN charts to activate prior knowledge<br>2. Use Anticipation Guides<br>3. Brainstorming Activities<br>4. Use Question Prompts or Preview Questions<br>5. Use Video Segments<br>6. Conduct Pair/Share Exercises<br>7. Establish Collaborative Groupings<br>8. Take a picture walk through a picture book | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | General Fund | K-2 English Language Arts Teacgers |

**Strategy 2:**

Ability Group Instruction K-2, Tier 2 - Teachers will place K-2 students scoring yellow on STAR Readingor who are 1-1/2 years below grade level on the Star assessment into flexible ability groups for guided reading instruction to increase the decoding and phonemic awareness skills of tier 2 students.

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Category: English/Language Arts

Research Cited: VanderWeide, D. (2004). Different tools for different learners: Language arts activities to start using today. Peterborough, NH: Crystal Springs Books.

The author uses research from Gardner, Jensen and Tomlinson as a basis for differentiated and brain based activities using multiple intelligences. This is a set of activities to use as tools for collaboration, modeling, guided practice and independent practice when teaching language arts in K-5. The activities are designed to be used with whole group, small group and individual learners. The author has designed learning activities that are student centered rather than teacher centered.

Tier: Tier 2

| Activity - Guided Reading Through Ability Groupings K-2, Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use leveled readers to provide guided instruction to tier 2 students, emphasizing decoding and phonemic awareness skills within ability groups. Teachers will facilitate student engagement in audio visual content computer applications and independent learning center activities focused on syllable segments, letter sound correspondence and word study. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $5000 | Title I Part A | All English Language Art Teachers, including Instructional Specialists. |

| Activity - Professional Development Activity K-2 Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train K-2 teachers in the Readers Workshop to support ability groups and guided Instruction. | Professional Learning | | Implement | 09/06/2016 | 06/28/2019 | $500 | Title I Part A | ELA Instructional Specialists |

| Activity - Monitor Implementation of Guided Reading Strategy Within Ability Groups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will Progress Monitor students in Tier 2, every 2-3 weeks using the STAR Reading Early Literacy assessment and MAP reading data. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 2 | Monitor | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

**Strategy 3:**

Pull-Out Intervention K-2; Tier 3 - A lead teacher will assigned K-2 students scoring red and are 2 years below reading level on the STAR assessment to small groups for intensive instruction in decoding and phonemic awareness skills.

Category: Learning Support Systems

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D.(2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

This guide offers five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement. Teachers and reading specialists can utilize these strategies to implement RtI and multi-tier intervention methods and frameworks at the classroom or school level. Recommendations cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress.

Tier: Tier 3

| Activity - Small Group Intensive Instruction K-2; Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Assigned teachers or Para Professionals will provide intensive instruction to students in small groups of no more than 3-4 student for 30 minute sessions. Teachers and Para Professionals will focus on targeted learning gaps to increase student proficiency in phonemic awareness and decoding skills. | Academic Support Program, Technology, Direct Instruction | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | School Service Assistants, Teachers of English Language Arts and ELA Instructional Specialists. |

| Activity - Professional Development Activity K-2 Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers and School Service Assistants will be trained in BURST Intervention Strategies | Professional Learning | Tier 3 | | 09/06/2016 | 06/28/2019 | $500 | Title I Part A | Lead Reading Teacher for BURST Groups and ELA Instructional Specialists |

| Activity - Monitor Implementation of Small Groups Reading Strategy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

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|---|---|---|---|---|---|---|---|---|
| Teachers will Progress Monitor students in Tier 3, every 1-2 weeks using the STAR Reading assessment. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 3 | Monitor | 09/30/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

| Activity - After School Tutoring K-2, Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide extended learning through after school tutoring to tier 3 students 4 times per week for a total of 180 minutes. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $45000 | Title I Part A | Principal and After School Teachers |

**Measurable Objective 2:**

56% of Third, Fourth and Fifth grade students will demonstrate a proficiency in determining the main idea of a text, explain how it is supported by key details and summarize Narrative Text in English Language Arts by 06/28/2019 as measured by state and district RDG assessments (MEAP, MAP, STAR).

**Strategy 1:**

The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor 3-5, Tier 1 - Teachers will utilize Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor as an instructional model to support all students in acquiring the skills and strategies necessary to be proficient reading with specific emphasis on the targeted gaps, identifying the main idea, and summarizing narrative text for all students in grades 3-5.

The PLC model includes:

1. Scaffold Instruction

Instructional staff will demonstrate and model metacognitive practice for all students. This strategy will provide vigorous development in accessing what students previously learned and make strong connections to new content. (Previewing new content)

Instructional staff will design activities that engage students in examining, analyzing, formulating, categorizing, and evaluating cognitively complex content for which they generate and test hypotheses. (Identifying critical content)

2. Application of Knowledge

Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. (Helping students elaborate on content) Instructional staff will design activities that engage students in asking cognitively complex questions to support critical thinking. Create their own representation of the content and processes in which they are interacting including more abstract representation of content. (Helping students record and represent knowledge)

3. Analytical & Critical Metacognition
Instructional staff will demonstrate and model metacognitive practice for all students. Staff will engage students in activities that examine specific details as well as "big ideas" to deepen their thinking throughout the learning cycle. Staff will develop activities that allow for examining similarities and differences in each level of thinking and learning: previewing, critical reasoning, and practical application of real-world problem solving. (Helping students examine similarities and differences) Instructional staff will demonstrate and model metacognitive practice for all students. Staff will instruct and illustrate activities that engage students in producing and defending a claim from the logic of presented information or through their own reasoning. Staff will design activities in which students will analyze information for errors and critique content for overall logic in arguments. (Helping students examine their reasoning)
4. Scaffold Student Autonomy
Instructional staff will support and guide students as active thinkers and learners. Staff will design and formulate activities that support students' review of knowledge from different perspectives and correcting errors and misconceptions in their previous learning. (Helping student revise knowledge) Instructional staff will engage students in cognitively complex task. Staff will design and formulate activities that engage students in questioning, tasks, functions, or deliberations that require complex cognition throughout their level of learning building capacity for complex task. (Helping students engage in cognitively complex task)
5. Demonstrated Independence
Instructional staff will equip students with knowledge, resources, tools, and support to work collaboratively and independently and to individually apply and solve complex real-world problems.

Category:
Research Cited: Marzano, R. J., & Toth, M. D. (2014). Teaching for rigor: A call for critical instructional shift: Why essential shifts in instruction are necessary for teachers and students to succeed with college and career readiness standards. Learning Science Marzano Center, West Palm Beach, Fl. March, 3-23.

VanderWeide, D. (2004). Different tools for different learners: Language arts activities to start using today. Peterborough, NH: Crystal Springs Books.
The author uses research from Gardner, Jensen and Tomlinson as a basis for differentiated and brain based activities using multiple intelligences. This is a set of activities to use as tools for collaboration, modeling, guided practice and independent practice when teaching language arts in K-5. The activities are designed to be used with whole group, small group and individual learners. The author has designed learning activities that are student centered rather than teacher centered.

Tier: Tier 1

| Activity - Story Inquiry 3-5; Tier 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers will direct students to identify a purpose for reading, the main idea of the text, look for support details and story and character identification using advance graphic organizers.. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | All teachers of Reading in grades three through five, including Instructional Specialist. |

| Activity - Professional Development Activity 3-5; Tier 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train 3-5 grade level teachers in the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model and in decoding and phonemic awareness Instructional practices. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Title I Part A | DPS District Support and ELA Instructional Spcialists |

| Activity - Monitor Implementation of the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor includes | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will Progress Monitor students in Tier 1 quarterly using Accelerated Reading assessments for grade 3-5. Teachers will review the Instructional Learning Plan every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 1 | Monitor | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, All teachers of English Language Arts, ELA Instructional Specialists and Peer Review Team |

| Activity - Parent Engagement Literacy Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The instructional staff will schedule an English Language Arts Literacy Night for parents of students in grades 3-5. | Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | Title I Part A | ELA Content Area Teachers |

| Activity - Socratic Circles | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

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|---|---|---|---|---|---|---|---|---|
| Upper elementary teachers will use Socratic Circles to support the student's ability to pose thoughtful questions, draw important conclusions, and find deeper meaning in narrative and informational texts. | Technology, Direct Instruction | Tier 1 | Getting Ready | 09/06/2016 | 06/28/2019 | $1000 | Title I Part A | ELA Instructional Specialist |

| Activity - Socratic Circles Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Upper elementary teachers will be trained to use Socratic Circles.. | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/28/2019 | $1500 | Title I Part A | ELA Instructional Specialist |

| Activity - Real World Experiences 3-5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Grade level teachers will schedule field trips that allow students in grades 3-5 to experience and make real world applications in reading at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1750 | Title I Part A | Grade Level Teachers |

| Activity - Application of Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. Teachers will engage students in the following activities: 1. Use Compare and Contrast Matrix to identify similarities and differences or examples and non-examples of key terms and content<br>2. Use Jig Saw Cooperative Learning<br>3. Chunking narrative and informational text | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | General Fund | English Language Arts Teachers for grades 3-5 |

**Strategy 2:**

Ability Group Instruction 3-5; Tier 2 - Teacher will place 3-5 grade level students who are 1-1/2 years below grade level on the Star Reading Assessment into flexible ability groups for guided reading instruction to increase skills in identifying the main idea and summarizing narrative text for tier 2 students in grades 3-5. .

Category:

Research Cited: VanderWeide, D. (2004). Different tools for different learners: Language arts activities to start using today. Peterborough, NH: Crystal Springs Books. The author uses research from Gardner, Jensen and Tomlinson as a basis for differentiated and brain based activities using multiple intelligences. This is a set of activities to use as tools for collaboration, modeling, guided practice and independent practice when teaching language arts in K-5. The activities are designed to be used with whole group, small group and individual learners. The author has designed learning activities that are student centered rather than teacher centered.

Tier:

| Activity - Guided Reading Through Ability Grouping 3-5, Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use leveled readers to provide guided reading instruction to tier 2 students, emphasizing identifying supporting details and summarizing narrative text. Teachers will engage students in cause and effect and reading segment activities such as "Somebody Wanted, But So" chunking, advance graphic organizers and Jigsaw. Teachers will use audio visual content computer applications to support the attainment of the targeted reading skills. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $5000 | Title I Part A | All staff of English Language Arts and Instructional Specialists. |

| Activity - Professional Development Activity 3-5; Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train 3-5 grade level teachers in The Readers Workshop to support ability group assignments and guided reading activities. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $500 | Title I Part A | ELA Instructional Specialists |

| Activity - Monitor Implementation of Guided Reading Within Ability Groups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will Progress Monitor students in Tier 2, every 4 weeks using STAR Reading and common assessments. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

**Strategy 3:**

Pull-Out Intervention 3-5; Tier 3 - ELA Instructional Specialists will assigned 3-5 grade level students who are 2 years below reading level on the STAR Reading assessment to small groups for intensive instruction identifying supporting details and summarizing narrative text.

Category:

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D.(2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

This guide offers five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement. Teachers and reading specialists can utilize these strategies to implement RtI and multi-tier intervention methods and frameworks at the classroom or school level. Recommendations cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress.

Tier: Tier 3

| Activity - Small Group Intensive Instruction 3-5, Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide intensive direct instruction to small groups of no more than 3-4 student for 30 minute sessions. Teachers will instruct tier 3 students in basic story mapping skills of characters, setting, main idea while using advance graphic organizers. Teachers will use audio visual content computer applications to support the attainment of targeted reading skills. | Technology, Direct Instruction | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | All English Language Arts teachers and Instructional Specialists. |

| Activity - Professional Development Activity 3-5; Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train 3-5 grade level teachers in small group to use intensive intervention reading strategies. | Professional Learning | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Title I Part A | ELA Instructional Specialists |

| Activity - Monitor Implementation of Small Groups For Intensive Reading Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will Progress Monitor tier 3 students assigned to small groups every 2 weeks using the Instructional Learning Cycle, STAR reading and Map Data. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

| Activity - After School Tutoring 3-4,Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

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|---|---|---|---|---|---|---|---|---|
| Teachers will provide extended learning through after school tutoring to tier 3 students in grades 3-4 four times per week for a total of 180 minutes. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal and After School Teachers |

# Goal 2: All students at Coleman A. Young will be proficient in Math.

**Measurable Objective 1:**

56% of Kindergarten, First and Second grade students will demonstrate a proficiency in Numbers and Operations, telling time and Geometric Shapes in Mathematics by 06/28/2019 as measured by distric level assessments (currently STAR Math, Map and Pre and Post Content Area Assessment)..

**Strategy 1:**

The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor K-2, Tier 1 - Teachers will utilize the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model and math manipulative to increase proficiency in numbers and operations, telling time and geometric shapes for all K-2 students. The PCL framework will require teachers to implement the following instructional components to support student learning:

1. Scaffold Instruction
2. Application of Knowledge
3. Analytical and Critical Metacognition
4. Scaffold Student Autonomy
5. Demonstrate Student Independence

Category: Mathematics

Research Cited: Marzano, R. J., & Toth, M. D. (2014). Teaching for rigor: A call for critical instructional shift: Why essential shifts in instruction are necessary for teachers and students to succeed with college and career readiness standards. Learning Science Marzano Center, West Palm Beach, Fl. March, 3-23.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

In this 2nd edition, teachers are asked in the context of new research to revisit the nine instructional strategies that have the greatest impact on student learning and achievement. Teachers gain new insights about how and why some strategies work more effectively than others. Teachers are guided in their selection and implementation of these strategies in order to: create an environment for learning that ensures an effective backdrop for every lesson; develop the students' understanding by using their prior knowledge as scaffolding for new learning; and help students expand their understanding and use of concepts and skills.

Diller, D. (2011). Math work stations: Independent learning you can count on, K-2. Portland, Me.Stenhouse.

The author provides detailed instructions for setting up and running math centers. She offers advice on how to set up the centers, what materials to utilize, how to model and manage each work center. She offers centers as a creative yet effective practice for differentiating literacy practice. Her advice includes ways to keep students engaged, self-directed and accountable while working at their own pace and level.

Tier: Tier 1

| Activity - Critical Content/Building Foundations in Vocabulary K-2, Tier 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will utilize Interactive Word Walls, Word Pictures, advance graphic organizers and Word Matches to develop an understanding of math vocabulary concepts. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | Title I Part A | All K-2 Mathematics Teachers. |

| Activity - Professional Development Activity K-2 Tier 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train K-2 grade level teachers how to use visual cueing to recognize or recall specific vocabulary or details in the math assignment. | Professional Learning | Tier 1 | | 09/06/2016 | 06/28/2019 | $2500 | Title I Part A | Wayne RESA Math and Marzano Coaches |

| Activity - Monitor Implementation of The Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will progress monitor students using STAR Math assessments 3 times per year, curriculum assessments and the district pre and post content area assessment. Teachers will review the Instructional Learning Plans of all students every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | All Mathematics Teachers, Administration, Instructional Specialists and Peer Review Team |

| Activity - Family Math Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Content area teachers will host a Family Mathematics Night to engage parents in real world applications of math concepts. | Community Engagement, Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | Title I Part A | Lead Mathematics Teacher and Content Area Teachers |

| Activity - Teaching Tools | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will be provided with the necessary teaching tools to support Marzano's Essentials for Achieving Rigor Instructional model in math including, but not limited to, (copies, laptops, Ipads, smart tables, printers, teaching supplies, etc…). | Materials, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $20000 | Title I Part A | Principal and Academic Engagement Officer |

| Activity - Real World Experiences K-2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Grade level teachers will schedule field trips that allow students to experience and make real world applications in Math at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1750 | Title I Part A | Grade Level Teachers |

| Activity - Telling Time Using Digital and Analog Clocks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will utilize digital and analog clocks to model and engage K-2 students in telling time activities. Teachers will include virtual computer applications, problem solving strategies such as Telling Time Bingo, draw and write the time and match the time writing activities. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Title I Part A | K-2 classroom teachers and instructional specialists |

| Activity - Job-Embedded Professional Development - Pedagogical Solutions in Math | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Math teachers will engage in professional development and job-embedded coaching with a math consultant both subject area and self-contained teachers on using data to inform instruction and identifying rigorous instructional activities that teach to the common core math standards. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | No Funding Required | Administrators, Mathematics Instructional and Support Staff, Math Consultant |

**Strategy 2:**

Ability Group Instruction K-2, Tier 2 - Teachers will place students who are 1-1/2 years below grade level on the Star Math assessment; partially proficient on district content area assessment into small ability groups and integrate guided instruction and center based learning to increase proficiency in numbers and operations, telling time and geometric shapes.

Category: Mathematics

Research Cited: Tomlinson, A. C. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms (2nd Edition).Alexandria, VA: Association of Supervision and Curriculum Development(ASCD).

This book provides guidance for teachers who want to incorporate the principles and strategies of differentiated instruction in a student centered learning environment. The author emphasizes the following ideas: that learning experiences are based on the diagnosis of student readiness, interest and/or learning profile, content and activities should be based on the varying needs of the learner, students should participate in engaging work, the teacher must coordinate use of time, space and activities, and student groupings must be flexible to support the learner.

Diller, D. (2011). Math work stations: Independent learning you can count on, K-2. Portland, Me.Stenhouse.

The author provides detailed instructions for setting up and running math centers. She offers advice on how to set up the centers, what materials to utilize, how to model and manage each work center. She offers centers as a creative yet effective practice for differentiating literacy practice. Her advice includes ways to keep students engaged, self-directed and accountable while working at their own pace and level.

Tier: Tier 2

| Activity - Building Foundations In Math Applications | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will guide students in inquiry based math activities such as use of manipulatives, visual imagery, audio visual content and virtual computer applications, and math games to formulate a connection between number, word and number of objects. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $2000 | Title I Part A | All Mathematics Teachers. |

| Activity - Professional Development Activity K-2 Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train K-2 grade level teacher in orchestrating ability groups to support differentiated instructional activities. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $13000 | Title I Part A | Wayne RESA Math Coaches and District Math Department for District Level Meetings |

| Activity - Monitor Implementation of the Instructional Learning Cycle Within Small Ability Groups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers will use the Instructional Learning Cycle and Accelerated Math applications to monitor student progress. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 2 | Monitor | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | All teachers of Mathematics, Administration, Instructional Specialists and Peer Review Team |

| Activity - Telling Time Using Digital and Analog Clocks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will utilize learning centers and small ability groups to differentiate instruction for Tier 2 students. Teachers will use the Instructional Learning Cycle or authentic assessments to measure student growth in telling time. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $100 | Title I Part A | K-2 classroom teachers |

**Strategy 3:**

Pull-Out Intervention K-2; Tier 3 - Resource teachers will provide direct intensive instruction within small groups to K-2 students who are 2 years below grade level on the STAR assessment and not proficient on content area assessment.

Category: Learning Support Systems

Research Cited: Tomlinson, A. C. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms (2nd Edition).Alexandria, VA: Association of Supervision and Curriculum Development(ASCD).

This book provides guidance for teachers who want to incorporate the principles and strategies of differentiated instruction in a student centered learning environment. The author emphasizes the following ideas:  that learning experiences are based on the diagnosis of student readiness, interest and/or learning profile, content and activities should be based on the varying needs of the learner, students should participate in engaging work, the teacher must coordinate use of time, space and activities, and student groupings must be flexible to support the learner.

Tier: Tier 3

| Activity - Building Foundations For K-2 Struggling Learners | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Resource teachers will provide direct intensive instruction using math manipulatives, audio visual content and virtual computer applications and vocabulary development games. | Technology, Direct Instruction | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Title I Part A | Resource and K-2 Teachers |

| Activity - Professional Development Activity K-2 Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train k-2 grade level teacher in direct intensive math strategies that support struggling learners. | Professional Learning | Tier 3 | Monitor | 09/06/2016 | 06/28/2019 | $2500 | Title I Part A | Wayne RESA Math Coach and Math PLC Teacher Leader |

| Activity - Monitor Implementation of Math Intensive Small Group Strategy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will progress monitor using authentic and Accelerated Math assessments. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 3 | | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | All Mathematics Teachers, Administration, Instructional Specialists and Peer Review Team |

| Activity - After School Tutoring K-2, Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide extended learning through after school tutoring to tier 3 students 4 times per week for a total of 180 minutes. | Academic Support Program | Tier 3 | | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal and After School Teachers |

| Activity - Telling Time Using Digital and Analog Clocks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| teachers will utilize learning centers and small ability groups to differentiate instruction for Tier 3 students. Tier 3 students will receive increase instruction from the resource teachers through pull out sessions for 30 minutes daily. Resource teachers will use the Instructional Learning Cycle or authentic assessments to measure student growth in telling time. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $100 | Title I Part A | Resource Teachers |

**Measurable Objective 2:**

56% of Third, Fourth and Fifth grade students will demonstrate a proficiency in telling time, (3rd grade), Numbers and Operations, Geometric Shapes and Algebraic Thinking in Mathematics by 06/28/2019 as measured by state level assessment (MEAP, MME) and district level assessments ( STAR Math, Map, and Content Area Pre and Post Test).

**Strategy 1:**

The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor 3-5, Tier 1 - Teachers will utilize the Progressive Cycle of Learning - Marzano's

Essentials for Achieving Rigor instructional model and math manipulative to increase proficiency in numbers and operations, telling time and geometric shapes for all 3-5 students. The PCL framework will require teachers to implement the following instructional components to support student learning:

1. Scaffold Instruction
2. Application of Knowledge
3. Analytical and Critical Metacognition
4. Scaffold Student Autonomy
5. Demonstrate Student Independence

Category: Mathematics
Research Cited: Marzano, R. J., & Toth, M. D. (2014). Teaching for rigor: A call for critical instructional shift: Why essential shifts in instruction are necessary for teachers and students to succeed with college and career readiness standards. Learning Science Marzano Center, West Palm Beach, Fl. March, 3-23.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.
In this 2nd edition teachers are asked in the context of new research to revisit the nine instructional teaching strategies that have the greatest impact on student learning and achievement. Teachers gain new insights about how and why some strategies work more effectively than others. Teachers are guided in their selection and implementation of these strategies in order to: create an environment for learning that ensures an effective backdrop for every lesson; develop the students' understanding by using their prior knowledge as scaffolding for new learning; and help students expand their understanding and use of concepts and skills.

Tomlinson, A. C. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms (2nd Edition).Alexandria, VA: Association of Supervision and Curriculum Development(ASCD).

This book provides guidance for teachers who want to incorporate the principles and strategies of differentiated instruction in a student centered learning environment. The author emphasizes the following ideas: that learning experiences are based on the diagnosis of student readiness, interest and/or learning profile, content and activities should be based on the varying needs of the learner, students should participate in engaging work, the teacher must coordinate use of time, space and activities, and student groupings must be flexible to support the learner.

Tier: Tier 1

| Activity - Critical Content/Building Foundations & Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use advance graphic organizers, math manipulatives, math vocabulary notebooks and audio visual content and virtual computer applications to build foundations in mathematical concepts. | Technology, Direct Instruction | Tier 1 | Monitor | 09/06/2016 | 06/28/2019 | $1500 | Title I Part A | All teachers of Mathematics. |

| Activity - Professional Development Activity 3-5; Tier 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train 3-5 grade level teachers in the Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor for best practices in identifying critical content, previewing new content and applying knowledge in math.. | Professional Learning | Tier 1 | Implement | 09/03/2013 | 06/30/2016 | $2500 | Title I Part A | Lead Math Teacher and Wayne RESA Math Coach |

| Activity - Monitor Implementation of The Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use MAP results, Accelerated Math applications and curriculum assessments to monitor student progress. Teachers will review the Instructional Learning Plans of all students every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, Math Teachers and Instructional Specialists, and Peer Review Team |

| Activity - Family Math Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Content area teachers will host a Family Mathematics Night to engage parents in real world applications of math concepts. | Community Engagement, Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | Title I Part A | Content Area Teachers |

| Activity - Real Wold Experiences 3-5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Grade level teachers will schedule field trips that allow students to experience and real world applications in math at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1750 | Title I Part A | Grade Level Teachers |

| Activity - Telling Time Using Digital and Analog Clocks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers will utilize digital and analog clocks to model and engage students in telling time activities. Teachers will include problem solving strategies such as Telling Time Bingo, draw and write the time and match the the time writing activities. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Title I Part A | Grade 3 classroom teachers and instructional specialists |

**Strategy 2:**
Flexible Ability Group Instruction 3-5, Tier 2 - Teachers will place students who are 1-1/2 years below grade level on the Star Math assessment and partially proficient on
district content area assessment into small ability groups; integrate guided instruction and center based learning to increase proficiency in numbers and operations, telling time, geometric shapes and algebraic thinking.

Category: Mathematics
Research Cited: Tomlinson, A. C. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms (2nd Edition).Alexandria, VA: Association of Supervision and Curriculum Development(ASCD).

This book provides guidance for teachers who want to incorporate the principles and strategies of differentiated instruction in a student centered learning environment. The author emphasizes the following ideas: that learning experiences are based on the diagnosis of student readiness, interest and/or learning profile, content and activities should be based on the varying needs of the learner, students should participate in engaging work, the teacher must coordinate use of time, space and activities, and student groupings must be flexible to support the learner.

Diller, D. (2011). Math work stations: Independent learning you can count on, K-2. Portland, Me.Stenhouse.

The author provides detailed instructions for setting up and running math centers. She offers advice on how to set up the centers, what materials to utilize, how to model and manage each work center. She offers centers as a creative yet effective practice for differentiating literacy practice. Her advice includes ways to keep students engaged, self-directed and accountable while working at their own pace and level.

Tier: Tier 2

| Activity - Building Foundations in Math | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers will assign students to math centers and guide students in hands on math activities such as use of manipulatives, visual imagery and math games to support connections in mathematical concepts. Teachers will use audio visual content computer applications to support the attainment of targeted math skills. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Title I Part A | All Mathematics Teachers. |

| Activity - Professional Development Activity 3-5; Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train 3-5 grade level teachers on guided instruction and center based learning strategies for math. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $300 | Title I Part A | Grade Level Math Teacher Proficient in Center Based Learning and Instructional Specialist |

| Activity - Monitor Implementation of Ability Groups for Math Strategy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will monitor students using Accelerated Math applications. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, Math Teachers and Instructional Specialists, and Peer Review Team |

| Activity - Telling Time Using Digital and Analog Clocks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will utilize learning centers and small ability groups to differentiate instruction for Tier 2 students. Teachers will use the Instructional Learning Cycle or authentic assessments to measure student growth in telling time. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $100 | Title I Part A | Grade 3 classroom teachers |

**Strategy 3:**

Pull-Out Intervention 3-5; Tier 3 - Resource teachers will provide direct intensive instruction within small groups to grades 3-5 students who are 2 years below grade

level on the STAR assessment and not proficient on content area assessment.

Category: Learning Support Systems
Research Cited: Tomlinson, A. C. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms (2nd Edition).Alexandria, VA: Association of Supervision and Curriculum Development(ASCD).

This book provides guidance for teachers who want to incorporate the principles and strategies of differentiated instruction in a student centered learning environment. The author emphasizes the following ideas:  that learning experiences are based on the diagnosis of student readiness, interest and/or learning profile, content and activities should be based on the varying needs of the learner, students should participate in engaging work, the teacher must coordinate use of time, space and activities, and student groupings must be flexible to support the learner.

Tier: Tier 3

| Activity - Building Foundations for 3-5 Struggling Learners | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Resource teachers will provide direct intensive instruction using math manipulatives, audio visual computer applications and vocabulary development games to support the attainment of targeted math skills. | Technology, Direct Instruction | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | All teachers of Mathematics. |

| Activity - Professional Development Activity 3-5; Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train resource and grade level teachers in intensive small group math strategies for struggling learners. | Professional Learning | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Title I Part A | Wayne RESA Math Coach and PLC Team Leader |

| Activity - Monitor Implementation of Intensive Small Group Math Strategy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Resource Teachers will use Authentic Assessments and Accelerated Math applications to monitor student progress. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, Math Teachers and Instructional Specialists, and Peer Review Team |

| Activity - After School Tutoring 3-4, Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide extended learning through after school tutoring to tier 3 students 4 times per week for a total of 180 minutes. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal and After School Teachers |

| Activity - Telling Time Using Digital and Analog Clocks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Tier 3 students will receive increase instruction from the resource teachers through pull out sessions for 30 minutes daily. Also, teachers will use the Instructional Learning Cycle or authentic assessments to measure student growth in telling time. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $100 | Title I Part A | Grade 3 teachers |

# Goal 3: All students at Coleman A. Young will be proficient in Social Studies.

**Measurable Objective 1:**

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency at their grade level in Michigan's Market Economy in Social Studies by 06/28/2019 as measured by the State and District Assessments..

**Strategy 1:**

The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor K-5 Tier 1 - Teachers will utilize the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model for all K-5 students to improve comprehension of the market economy. The PCL framework will require teachers to implement the following instructional components to support student learning:

1. Scaffold Instruction
2. Application of Knowledge

3. Analytical and Critical Metacognition
4. Scaffold Student Autonomy
5. Demonstrate Student Independence

Category: Social Studies

Research Cited: Marzano, R. J., & Toth, M. D. (2014). Teaching for rigor: A call for critical instructional shift: Why essential shifts in instruction are necessary for teachers and students to succeed with college and career readiness standards. Learning Science Marzano Center, West Palm Beach, Fl. March, 3-23.

Tier: Tier 1

| Activity - Engaging in Comples Tasks/The Market Economy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will create a classroom economy where all students from a hypothesis, conduct inquiry activities through role play and draw conclusions for tasks identified for their market economy. Students will present conclusions grade level computer applications, (i.e. visual software). | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | Title I Part A | All teachers of Social Studies and Instructional Specialists. |

| Activity - The Market Economy Parent Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Social Studied teachers will host a Market Place Economy Real World Event that engages parents and students in supply and demand interactive inquiry and activities. | Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | Title I Part A | All staff who teach Social Studies, Instructional Specialists and Parent Volunteers. |

| Activity - Monitor Implementation of Social Studies Strategy For the Market Economy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Monitoring Activity Teachers will use district pre and post assessments and classroom quizzes and tests to monitor student achievement every 4 weeks. Teachers will review Individual Learning Plans of all students every 10 weeks. The administrative staff, instructional specialist and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Direct Instruction | Tier 1 | | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, Social Studies Teachers, Instructional Specialists and Peer Review Team |

| Activity - Preview New Content/Vocabulary Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use interactive word walls, word matches and vocabulary notebooks for vocabulary development of all students. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | General Fund | Social Studies Teachers |

| Activity - Social Studies Literacy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use think aloud, advance graphic organizers, chunking, journals and anticipation guides to process content and represent knowledge. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | General Fund | Social Studies teachers |

| Activity - Professional Development Social Studies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train K-5 Teachers in Project Base Learning to Support the Market Economy Model | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | Title I Part A | Wayne RESA Coach and Instructional Specialist |

| Activity - Teaching Tools | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will be provided with the necessary teaching tools to support the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model for social studies including, but not limited to, (copies, laptops, Ipads, printers, teaching supplies, etc…). | Materials, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $20000 | Title I Part A | Principal and Academic Engagement Officer |

| Activity - Real World Experiences K-5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

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|---|---|---|---|---|---|---|---|---|
| Grade level teachers will schedule field trips that allow students to experience and make real world applications in social studies at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $3500 | Title I Part A | Grade Level Teachers |

**Strategy 2:**

Ability Group Instructions K-5; Tier 2 & 3 - Teacher will provide guided instructional strategies and activities to tier 2 and 3 students placed in ability groups to improve comprehension of the market economy.

Category:

Research Cited: Carol Ann Tomlinson. The differentiated classroom, ASCD. April, 1999. Alexandria, V. Chapter 2. pgs.9-16,47-60.

According to research, teachers need to develop lesson plans that respond to students' learning differences and attend to individual learning styles and modalities; articulate concepts and skills of each subject with clarity; use assessment data to modify concept-based and skillbased instruction through content, process and products. In a differentiated classroom, teachers and students need to work in a cooperative learning environment that shows respect, established norms and flexible grouping in order to target instruction and meet the needs of where students are in order to maximize growth.

Tier: Tier 2

| Activity - Guided Instruction For Ability Groups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will model to tier 2 and tier 3 students within ability groups how to identify details using best practices such as Think Alouds, literacy centers, virtual computer applications, hands on inquiry activities to support increased proficiency in social studies with emphasis on the market economy. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | All Social Studies Teachers. |

| Activity - Professional Professional Development, Guided Instruction for Ability Groups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train K-5 grade level teachers to use differentiated instructional strategies and activities within ability groups such as literacy centers, inquiry, virtual learning to increase proficiency in social studies with emphasis on the market economy. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Title I Part A | Wayne RESA Coach and Instructional Specialists. |

| Activity - Monitor Implementation of Social Studies Strategy For Tier 2 and 3 Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers will use the Instructional Learning Cycle and progress monitor every 4 weeks. The administrative staff, instructional specialist and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process | | | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, Social Studies Teachers, Instructional Specialists and Peer Review Team |

| Activity - Center Based Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will assign tier 2 and tier 3 students to learning centers that allow them to revisit concepts and practice reading skills in informational text. Teachers will use audio visual computer applications to support the attainment of targeted social studies skills with emphasis on the market economy. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $1000 | Title I Part A | Social Studies Teachers |

| Activity - After School Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide extended learning through after school tutoring to tier 2 and tier 3 students twice per week for a total of 90 minutes. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal and After School Teachers |

# Goal 4: All students at Coleman A. Young will be proficient in Science.

**Measurable Objective 1:**

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency at their grade level in the Science Inquiry Process Skills and Earth Science in Science by 06/28/2019 as measured by state level assessment MSTEP for grade 4, the NWEA/MAPssment in Grades 3-5 and the district Science Content Area test in grades k-2...

**Strategy 1:**

The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model K-5 Tier 1 - Teachers will utilize the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model to support inquiry based and STEM integrated science lessons for all students to increase proficiency in the Science Inquiry Process Skills and Earth science.

The PCL framework will require teachers to implement the following instructional components to support student learning:

1. Scaffold Instruction

2. Application of Knowledge
3. Analytical and Critical Metacognition
4. Scaffold Student Autonomy
5. Demonstrate Student Independence

Category: Science
Research Cited: Marzano, R. J., & Toth, M. D. (2014). Teaching for rigor: A call for critical instructional shift: Why essential shifts in instruction are necessary for teachers and students to succeed with college and career readiness standards. Learning Science Marzano Center, West Palm Beach, Fl. March, 3-23.

Karen Worth, Jeff Winokur & Sally Crissman. (2009). The essentials of science and literacy. Education Development Center, Inc.

According to research, effective science instruction has to provide students with hands-on experiences, must be interactive, and aligned with writing and literacy. It is indicated that constructivist strategies should be taught through an inquiry-based approach which develops reasoning skills scientifically. Teachers should engage students in observations and explore concepts, design and conduct investigations, draw conclusions and communicate findings through reading, oral discussions and writing.

Jackson, M., Heil, D., Chadde, J., & Hutzler, N. (2011). Family engineering: An activity & event planning guide. Portland, OR: Foundation for Family Science and Engineering.

Family Engineering activities are designed for children from 7-12 years old, their parents and family. All of the activities designed with the STEM initiative in mind while offering participants choices designed to increase motivation and engagement. A framework for implementing a school/family event is provided with take home activity being an acceptable option. All of the activities encourage an interest in engineering, problem solving strategies, questioning, and support science and mathematics thinking.

Tier: Tier 1

| Activity - Preview New Content/Vocabulary Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use advance graphic organizers, interactive word walls, vocabulary notebooks, and audio visual computer applications to teach vocabulary development to all students. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | All teachers of Science, including Instructional Specialists. |

| Activity - Professional Development Science | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train K-5 grade level teachers in Family Engineering STEM Integrated Activities and Science Inquiry best practices. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $4500 | Title I Part A | All Science Teachers and Science Instructional Specialist. |

| Activity - Monitor Implementation of Science Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use district pre and post assessments, classroom quizzes and tests to monitor student progress. Teachers will review digital portfolios created by all students every 8-10 weeks. The administrative staff, instructional specialist and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Teacher Collaboration | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, Science Teachers, Science Instructional Specialist, and Peer Review Team |

| Activity - Process Content/Science Literacy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will teach use the following activities to help K-5 students process science content:<br>2. Use Jig Saw Cooperative Learning<br>3. Use Chunking to comprehend the informational text<br>4. Summarizing and note taking<br>5. Using advance graphic organizers<br>6. Play vocabulary word games<br>7. Non-linguistic representation,( illustrate words and concepts, role play, use symbols, create a visual mode)<br>predicting, compare and contrast, cause and effect and sequencing to support reading in the science content area. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | General Fund | Science Teachers and Science Instructional Specialist |

| Activity - Inquiry Science | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will implement the scientific method and STEM/Engineering designed lessons to support inquiry based investigations.<br>Teachers will use virtual field trips and audio visual software to support the attainment of targeted science skills and content. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | General Fund | Science Teachers and Science Instructional Specialist |

| Activity - Family Engineering Science Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Science teachers will host a Family Engineering Science Night. | Community Engagement, Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | Title I Part A | Science Teachers and Science Instructional Specialist. |

| Activity - Teaching Tools | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will be provided with the necessary teaching tools to support Direct Interactive Instruction in science including, but not limited to, (copies, laptops, Ipads, printers, NXT Robots for STEM applications, and teaching supplies, etc…). | Materials, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $20000 | Title I Part A | Principal and Academic Engagement Officer |

| Activity - Camp Burt Shurly | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Fourth grade teachers will implement a camping trip to engage 4th grade students in outdoor nature studies and activities. | Field Trip, Extra Curricular | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $6000 | Title I Part A | 4th Grade Teachers |

| Activity - Real World Experiences | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Grade level teachers will schedule field trips that allow students to experience and make real world applications in science at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $3500 | Title I Part A | Grade Level Teachers |

| Activity - 5E Model of Instruction- Imagination Station | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will implement science activities that are aligned to the 5E Model of instruction and STEM/Engineering designed lessons to support inquiry based investigations. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | No Funding Required | Lower Elementary Science Teacher, Support Staff, and Instructional Specialist |

**Strategy 2:**

Ability Group Instruction K-5; Tier 2 & 3 - Teachers will deliver guided instruction to teach struggling students placed in ability groups to increase proficiency in Science

Inquiry Process Skills and Earth Science.
Category: Science
Research Cited: Tomlinson, A. C. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms (2nd Edition).Alexandria, VA: Association of Supervision and Curriculum Development(ASCD).

This book provides guidance to teachers who want to incorporate the principles and strategies of differentiated instruction in a student centered learning environment. The author emphasizes the following ideas:  that learning experiences are based on the diagnosis of student readiness, interest and/or learning profile, content and activities should be based on the varying needs of the learner, students should participate in engaging work, the teacher must coordinate use of time, space and activities, and student groupings must be flexible to support the learner.
Tier: Tier 2

| Activity - Learning Centers For Ability Groups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will rotate ability groups for tier 2 and 3 students through learning centers and use visual imagery activities to support struggling learners. | Academic Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | All Science teachers and Science Instructional Specialists. |

| Activity - Professional Development For Science Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train K-5 grade level teachers in the STEM Integrated Family Engineering Program | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Title I Part A | All Science Teachers and Science Instructional Specialist. |

| Activity - Monitor Implementation of Science Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers will use the learning cycle and authentic assessments to monitor student progress. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, Science Teachers, Instructional Specialists, and Peer Review Team |

| Activity - Guided Instruction For Ability Groups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use guided instruction such as modeling, scaffolding and peer tutors to support inquiry based assignments for tier 2 students | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | General Fund | Science Teachers and Science Instructional Specialist |

| Activity - Small Group Intensive Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use center based learning, audio visual computer applications and customized work assignments to target learning gaps for tier 3 students. | Academic Support Program, Technology | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | General Fund | Science Teachers |

| Activity - After School Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will provide extended learning through after school tutoring to tier2 and tier 3 students 4 times per week for a total of 180 minutes. | Academic Support Program | Tier 2 | | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal and After School Teachers |

# Goal 5: All students at Coleman A. Young will be proficient in Writing.

**Measurable Objective 1:**

57% of Kindergarten, First and Second grade students will demonstrate a proficiency in using a combination of drawing, dictating, and writing to compose informative/explanatory text in Writing by 06/28/2019 as measured by common teacher created rubric scored assessments .

**Strategy 1:**
The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model  For Writing Information and Explanatory Text - Teachers will utilize the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model to support K-2 students using a combination of drawing, dictating, and writing to compose informative/explanatory texts  The PCL framework will require teachers to  implement the following instructional components to support student learning:

1. Scaffold Instruction
2. Application of Knowledge
3. Analytical and Critical Metacognition
4. Scaffold Student Autonomy
5. Demonstrate Student Independence

Category: English/Language Arts
Research Cited: Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.
In this 2nd edition teachers are asked in the context of new research to revisit the nine instructional teaching strategies that have the greatest impact on student learning and achievement.  Teachers gain  new insights about how and why some strategies work more effectively than others.  Teachers are guided in their selection and implementation of these strategies in order to:  create an environment for learning that ensures an effective backdrop for every lesson; develop the students' understanding by using their prior knowledge as scaffolding for new learning; and help students expand their understanding and use of concepts and skills

Graham, S., A., Booth Olson, C., D'Aoust, C., Mac Arthur, McCutchen, D., & Olinghouse, N. (2012). Teaching elementary students to be effective writers. Prepared by the National Center for Education Evaluation and Regional Assistance Institute of Education Sciences June 2012,

As noted in the article, "Teaching Elementary School Students to Be Effective Writers", students can only become proficient writers after acquiring and polishing the basic skills of writing. In other words, students need to become fluent with handwriting, spelling, sentence structure, typing, and word processing.  According to the authors, Graham, Booth,  D' Aoust, MacArthur, Mc Cutchen, & Olinghouse, students need to generate strong, interesting sentences that vary in length and complexity in order to show their knowledge of writing and to engage readers

Tier: Tier 1

| Activity - Marzano's Essentials for Achieving Rigor /Shared Writing For Informational Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers will use Marzano's Essentials for Achieving Rigor to teach Lucy Calkins Writing Strategies including shared development of ideas, text draft, revisions, editing and publishing. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $3000 | Title I Part A | English Language Arts Teachers |

| Activity - Modeling the Writing Process for Non-Fiction Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use read aloud, the writing process, journals, quick writes, or share content study to model writing informational or explanatory text. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | English Language Arts Teachers |

| Activity - Professional Development InThe Writing Process | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will be trained in Lucy Calkin's 5 day model and practice technique and 6+ 1 Writing Traits. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | Title I Part A | Lead Writing Teacher and Instructional Specialists |

| Activity - Monitor Implementation of Writing Process Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will conduct weekly individual writing conference with each student to guide skill development and create rubrics for pre and post assessments for each instructional learning cycle of approximately 3-4 weeks. Teachers will review the Instructional Learning Plan for all students every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

| Activity - Writing, 6 + 1 Writing Traits | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers will use direct interactive instruction and audio visual computer content to teach 6+1 writing traits for informational and explanatory text. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | General Fund | ELA Teachers and Instructional Specialists |

| Activity - Teaching Tools | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Staff will be provided with the necessary teaching tools to support Marzano's Essentials for Achieving Rigor, as a Tier I Instructional model for writing including, but not limited to, (copies, laptops, Ipads, printers, teaching supplies, etc…). | Materials, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $20000 | Title I Part A | Principal and Academic Engagement Officers |

**Strategy 2:**

Writing Clinic For Extended Instructional Time For Grades K-2 - Title 1 Teacher will provide increase instructional time within a writing clinic for tier 2 and 3 students in grades K-2 using the writing process and 6+ 1 strategies.

Category: Learning Support Systems

Research Cited: Graham, S., A., Booth Olson, C., D'Aoust, C., Mac Arthur, McCutchen, D., & Olinghouse, N. (2012). Teaching elementary students to be effective writers. Prepared by the National Center for Education Evaluation and Regional Assistance Institute of Education Sciences June 2012,

As noted in the article, "Teaching Elementary School Students to Be Effective Writers", students can only become proficient writers after acquiring and polishing the basic skills of writing. In other words, students need to become fluent with handwriting, spelling, sentence structure, typing, and word processing. According to the authors, Graham, Booth, D' Aoust, MacArthur, Mc Cutchen, & Olinghouse, students need to generate strong, interesting sentences that vary in length and complexity in order to show their knowledge of writing and to engage readers.

Tier: Tier 2

| Activity - Writing Clinic Tier 2 and 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Titile 1 writing teacher will provided guided instruction and computer assisted instruction on the writing process to tier 2 and tier 3 students at least twice per week. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $35000 | Title I Part A | Title1 Writing Teacher |

| Activity - Professional Development Writing Clinic | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Train Title 1 teacher and ELA Teachers in the process for operating a writing clinic for struggling writers. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $40000 | Title I Part A | Wayne RESA Coach, Title 1 Writing Teacher, ELA Teacher and the ELA Instructional Specialist |

| Activity - Monitor Implementation of Writing Clinic | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Title 1 and ELA Teachers will conduct weekly individual writing conference with each student to guide skill development and create rubrics for pre and post assessments for each instructional learning cycle of approximately 3-4 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | General Fund | Principal, Academic Engagement Officer, Title 1 Writing Teacher, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

**Measurable Objective 2:**

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in writing opinion text in Writing by 06/28/2019 as measured by common teacher created rubric scored assessments or 4th grade MEAP assessment.

**Strategy 1:**

The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model For Writing Opinion Text - Teachers will utilize the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model to increase proficiency of all 3-5 students in writing opinion text.The PCL framework will require teachers to implement the following instructional components to support student learning:

1. Scaffold Instruction
2. Application of Knowledge
3. Analytical and Critical Metacognition
4. Scaffold Student Autonomy

5. Demonstrate Student Independence

Category: English/Language Arts
Research Cited: Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

In this 2nd edition teachers are asked in the context of new research to revisit the nine instructional teaching strategies that have the greatest impact on student learning and achievement. Teachers gain new insights about how and why some strategies work more effectively than others. Teachers are guided in their selection and implementation of these strategies in order to: create an environment for learning that ensures an effective backdrop for every lesson; develop the students' understanding by using their prior knowledge as scaffolding for new learning; and help students expand their understanding and use of concepts and skills

Graham, S., A., Booth Olson, C., D'Aoust, C., Mac Arthur, McCutchen, D., & Olinghouse, N. (2012). Teaching elementary students to be effective writers. Prepared by the National Center for Education Evaluation and Regional Assistance Institute of Education Sciences June 2012,

As noted in the article, "Teaching Elementary School Students to Be Effective Writers", students can only become proficient writers after acquiring and polishing the basic skills of writing. In other words, students need to become fluent with handwriting, spelling, sentence structure, typing, and word processing. According to the authors, Graham, Booth, D' Aoust, MacArthur, Mc Cutchen, & Olinghouse, students need to generate strong, interesting sentences that vary in length and complexity in order to show their knowledge of writing and to engage readers.

Tier: Tier 1

| Activity - Marzano's Essentials for Achieving Rigor, as a Tier I Instructional model For Writing Opinion Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use Marzano's Essentials for Achieving Rigor Instructional model to teach Lucy Calkin's Writing strategies including share development of ideas, text draft, revisions, editing and publishing for writing opinion text. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | ELA Teachers |

| Activity - Modeling the Writing Process For Writing Opinion Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use read aloud, quick writes, advance graphic organizers, the writing process, writing journals or share content study to support students in writing opinion text. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | ELA Teachers |

| Activity - Professional Development in the Writing Process | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

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|---|---|---|---|---|---|---|---|---|
| Teachers will be trained in Lucy Calkin's 5 day model and practice technique and 6+ 1 Writing Traits. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Title I Part A | Lead Writing Teacher and Instructional ELA Specialists |

| Activity - Monitor Implementation of the Writing Process | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will conduct weekly individual writing conference with each student to guide skill development and create rubrics for pre and post assessments for each instructional learning cycle of approximately 3-4 weeks. Teachers will review the Individual Student Learning Plan for all students every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

| Activity - 6 + 1 Writing Traits For Writing Opinion Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use direct interactive instruction and computer assisted instructional strategies to teach 6+1 Writing Traits for opinion text. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | General Fund | ELA Teachers and Instructional Specialists |

**Strategy 2:**

Writing Clinic For Extended Instructional Time For Grades 3-5 - Title 1 Teacher will provide increase instructional time within a writing clinic for tier 2 and 3 students in grades 3-5 using the writing process and 6+ 1 strategies.

Category: Learning Support Systems

Research Cited: Graham, S., A., Booth Olson, C., D'Aoust, C., Mac Arthur, McCutchen, D., & Olinghouse, N. (2012). Teaching elementary students to be effective writers. Prepared by the National Center for Education Evaluation and Regional Assistance Institute of Education Sciences June 2012,

As noted in the article, "Teaching Elementary School Students to Be Effective Writers", students can only become proficient writers after acquiring and polishing the basic skills of writing. In other words, students need to become fluent with handwriting, spelling, sentence structure, typing, and word processing. According to the authors, Graham, Booth, D' Aoust, MacArthur, Mc Cutchen, & Olinghouse, students need to generate strong, interesting sentences that vary in length and complexity

in order to show their knowledge of writing and to engage readers.

Tier: Tier 2

| Activity - Writing Clinic Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Titile 1 writing teacher will provided guided instruction on the writing process to tier 2 students at least once per week. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Title 1 Writing Teacher |

| Activity - Writing Clinic Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Titile 1 writing teacher will provided guided instruction on the writing process to tier 3 students at least twice per week. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Titile 1 Writing Teacher |

| Activity - Professional Development Writing Clinic | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Train Title 1 teacher and ELA Teachers in the process for operating a writing clinic for struggling writers. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $500 | General Fund | Wayne RESA ELA Coach, Title 1 Writing Teacher, ELA Teacher and the ELA Instructional Specialist |

| Activity - Monitor Implementation of Writing Clinic | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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|---|---|---|---|---|---|---|---|---|
| Title 1 and ELA Teachers will conduct weekly individual writing conference with each student to guide skill development and create rubrics for pre and post assessments for each instructional learning cycle of approximately 3-4 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | General Fund | Principal, Academic Engagement Officer, Title 1 Writing Teacher, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

# Goal 6: All students will learn in a positive culture and climate

**Measurable Objective 1:**

collaborate to create and promote a positive school climate and culture for all students by 06/28/2019 as measured by a 10% increased in attendance rates and a 5% decreased behavioral referrals.

**Strategy 1:**

Student Attendance Support - Teachers will monitor student attendance rates and provide positive incentives using an online interactive tool called Class DoJo.

Category: School Culture

Research Cited: United States. U.S. Department of Education. Reducing Behavior Problems in the Elementary School Classroom. By Michael 313 Epstein, 313. [Washington, D.C.]: National Center for Education Evaluation and Regional Assistance, 2008. Print.

The panel utilized a variety of research sources and offered five recommendations for reducing the frequency of several of the most common types of behavioral problems among elementary students. Their recommendations included: identify the specifics of the problem behavior and the conditions under which it appears, modify the classroom learning environment to decrease problem behavior, teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate and assess whether school wide behavior problems warrant adopting school wide strategies or programs and to implement ones shown to reduce negative and foster positive interactions.

Herman, Rebecca, Priscilla Dawson, Thomas Dee, Jay Greene, Rebecca Maynard, Sam Redding, and Marlene Darwin. "Turning Around Chronically Low-Performing Schools." National Center for Education Evaluation and Regional Assistance (2008): 1-43. Print.

The panel analyzed the need for and made specific recommendations for implementation of and determination of success in turning around low-performing schools. Recommendations included: signaling the need for dramatic change with strong leadership, maintaining a consistent focus on improving instruction, providing visible improvements early in the turnaround,and building a committed staff.

Tier: Tier 1

| Activity - Increasing Student Attendance | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use attendance data to identify homeroom classes that have 100% attendance. Homeroom teachers will spell out the word attendance for each day that all enrolled students are present. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Title I Part A | Educational Technician and Grade Level Teachers |

| Activity - Rewarding Student Attendance | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The administration will reward Homeroom classes that spell out the word, attendance due to 100% attendance with school-wide incentives. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | Title I Part A | Principal, Academic Engagement Officer and Grade Level Teachers |

| Activity - Monitor Student Attendance | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will monitor student attendance daily and generate data weekly using the district information system and the online interactive tool, Class DoJo. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Grade Level Teachers |

| Activity - Parent Engagement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will communicate with parents their observations regarding student attendance on a weekly bases by sending Good News Notes for improved attendance and implementing the DPS attendance policy for poor or gross attendance. Parents can also view current student attendance via Parent Connect, in which a Parent Training has been provided for parents. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Title I Part A | Grade Level Teachers |

**Strategy 2:**
Positive Behavior Support - The school staff will utilize best practices for the Positive Behavior Support Model by providing direct and explicit rules, routines and consequences to students.
Category: School Culture
Research Cited: Turnbull, A., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Freeman, R., Guess, D., Lassen, S.,McCart, A., Park, J., Riffel, L., Turnbull, R., &Warren, J. (2002). A Blueprint for Schoolwide Positive Behavior Support: Implementation of Three Components. Council for Exceptional Children. (68) 3, 377-402.

This article outlines the different components which makes up the Positive Behavior Support plan. There are three support areas; universal support, group support and an individual support. These components work as a continuum to for student involvement. As the continuum moves down the scale the intensity increases as the number of student decrease. The outline components focuses in on 3 key areas of the school; classroom, non-classroom and on the individual student.

Meyen, E.L. The Online Academy: Linking teacher education to advances in research. Lawrence, KS: University of Kansas Center for Research on Learning. (2000). University State Department, Office of Special Education Programs.

This articles give you an overview of Positive Behavior Support. What it is, what it does and who implement it. Positive Behavior Support is an enterprise that strongly advocates for students who engage in problem behavior. What it does; Positive Behavior Support is an approach for helping these students develop social and communication skills and to create a positive environment for learning and social growth. The implementation comes from the entire school community, administration, teacher, other staff and student.

Tier: Tier 1

| Activity - Universal Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The instructional staff will conduct monthly assemblies for grades k-2 and 3-5 students to teach and model CAY's universal core values, expectations and procedures | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Title I Part A | Principal, Academic Engagement Officers and Members of the Positive Behavior Support Committee |

| Activity - Targeted Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

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|---|---|---|---|---|---|---|---|---|
| Teachers within grade level teams will target students in small groups or individually who need behavior management support and social skills instruction. Grade level teachers will write and implement a behavior plan for targeted students | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title I Part A | Academic Engagement Officer and Grade Level Teachers |

| Activity - Positive Reinforcement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The instructional staff will provide positive reinforcements and consistent consequences for all students. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $25000 | Title I Part A | Academic Engagement Officer and Members of the Positive Behavior Support Committee. |

| Activity - Conflict Resolution | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| A teacher consultant will provide conflict resolution strategies to students targeted for behavior management support. | Behavioral Support Program | Tier 1 | Implement | 09/03/2013 | 06/30/2016 | $15000 | Title I Part A | Principal and Teacher Consultant |

| Activity - Progress Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Grade level teachers will progress monitor targeted students' behavior plans daily and convene during monthly grade level meetings to review data and amend student behavior plans. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Title I Part A | Grade Level Teachers |

| Activity - Parent Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The Parent Engagement Consultant will schedule parent training workshops monthly and Parent Focus Groups 3 times per year to orientate parents to the learning norms of our school community. | Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $30000 | Title I Part A | Principal and Parent Engagement Consultant |

# Goal 7: Teaching and Learning Supports will be provided for all students to improve academic achievement.

**Measurable Objective 1:**
collaborate to provide academic support to the core content areas by 06/28/2019 as measured by an increase of 15% proficiency in all core content areas.

**Strategy 1:**
Professional Learning Community - Teachers will learn effective instructional practices in a collaborative learning environment to support an increase in student achievement.
Category: Learning Support Systems
Research Cited: Eaker, Robert, and Deborah Gonzalez. "Leading in Professional Learning Communities."National Forum of Educational Administration 24.1 (2007-2007): 1-4. Print.
This article claims that strong leadership is required to build the most effective professional learning communities. The article further claims leaders should establish clear priorities and parameters for expectations.

DuFour, Richard. "What Is a Professional Learning Community?" Educational Leadership (204): 6-11. Print.
The article strives to define the core principles or "big ideas" of the work of professional learning communities. According to the author the major work of a professional learning community should include: ensuring that students learn, a culture of collaboration, and a focus on results.

Tier: Tier 1

| Activity - Workshop Training Activities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| The instructional staff will attend conferences and participate in workshop activities that model best practices for classroom management, student engagement, lesson planning, instruction and assessment. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $17000 | Title I Part A | The Principal, Academic Engagement Officer and Instructional Staff |

| Activity - Job Embedded Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| Teachers will receive job embedded professional development in the core subject areas that is supported with consistent coaching and uses the learn-try-evaluate cycle. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $5000 | Title I Part A | Instructional Specialist and Members of the Professional Development Committee |

| Activity - Peer Review | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will be able to participate in the peer review process and respond to teacher observations about their instructional practices. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | No Funding Required | Peer Review Team |

| Activity - Peer Review Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers on the peer review team will be trained in the peer review process. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | Title I Part A | School Improvement Team |

| Activity - Monitoring Teacher Effectiveness | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will analyze formative assessment within grade level teams, (classroom data, the Instructional Leaning Cycle, MAP) to determine teacher effectiveness. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | No Funding Required | Grade Level Teachers |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

**General Fund**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Writing, 6 + 1 Writing Traits | Teachers will use direct interactive instruction and audio visual computer content to teach 6+1 writing traits for informational and explanatory text. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | ELA Teachers and Instructional Specialists |
| Monitor Implementation of Writing Clinic | Title 1 and ELA Teachers will conduct weekly individual writing conference with each student to guide skill development and create rubrics for pre and post assessments for each instructional learning cycle of approximately 3-4 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, Title 1 Writing Teacher, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |
| Previewing New Content | Teachers will preview new content with k-2 students by engaging them in the following activities:<br>1. Use KWL/RAN charts to activate prior knowledge<br>2. Use Anticipation Guides<br>3. Brainstorming Activities<br>4. Use Question Prompts or Preview Questions<br>5. Use Video Segments<br>6. Conduct Pair/Share Exercises<br>7. Establish Collaborative Groupings<br>8. Take a picture walk through a picture book | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | K-2 English Language Arts Teacgers |

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|---|---|---|---|---|---|---|---|---|
| Professional Development Writing Clinic | Train Title 1 teacher and ELA Teachers in the process for operating a writing clinic for struggling writers. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $500 | Wayne RESA ELA Coach, Title 1 Writing Teacher, ELA Teacher and the ELA Instructional Specialist |
| Social Studies Literacy | Teachers will use think aloud, advance graphic organizers, chunking, journals and anticipation guides to process content and represent knowledge. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Social Studies teachers |
| Application of Knowledge | Instructional staff will model and develop instructional practice that allows students to make inferences about learned content with supporting evidence. Teachers will engage students in the following activities: 1. Use Compare and Contrast Matrix to identify similarities and differences or examples and non-examples of key terms and content<br>2. Use Jig Saw Cooperative Learning<br>3. Chunking narrative and informational text | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | English Language Arts Teachers for grades 3-5 |
| Process Content/Science Literacy | Teachers will teach use the following activities to help K-5 students process science content:<br>2. Use Jig Saw Cooperative Learning<br>3. Use Chunking to comprehend the informational text<br>4. Summarizing and note taking<br>5. Using advance graphic organizers<br>6. Play vocabulary word games<br>7. Non-linguistic representation,( illustrate words and concepts, role play, use symbols, create a visual mode)<br>predicting, compare and contrast, cause and effect and sequencing to support reading in the science content area. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Science Teachers and Science Instructional Specialist |
| Guided Instruction For Ability Groups | Teachers will use guided instruction such as modeling, scaffolding and peer tutors to support inquiry based assignments for tier 2 students | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Science Teachers and Science Instructional Specialist |
| Small Group Intensive Instruction | Teachers will use center based learning, audio visual computer applications and customized work assignments to target learning gaps for tier 3 students. | Academic Support Program, Technology | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Science Teachers |

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|---|---|---|---|---|---|---|---|---|
| 6 + 1 Writing Traits For Writing Opinion Text | Teachers will use direct interactive instruction and computer assisted instructional strategies to teach 6+1 Writing Traits for opinion text. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | ELA Teachers and Instructional Specialists |
| Preview New Content/Vocabulary Development | Teachers will use interactive word walls, word matches and vocabulary notebooks for vocabulary development of all students. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Social Studies Teachers |
| Monitor Implementation of Writing Clinic | Title 1 and ELA Teachers will conduct weekly individual writing conference with each student to guide skill development and create rubrics for pre and post assessments for each instructional learning cycle of approximately 3-4 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, Title 1 Writing Teacher, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |
| Inquiry Science | Teachers will implement the scientific method and STEM/Engineering designed lessons to support inquiry based investigations.<br>Teachers will use virtual field trips and audio visual software to support the attainment of targeted science skills and content. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Science Teachers and Science Instructional Specialist |

**No Funding Required**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Job-Embedded Professional Development - Pedagogical Solutions in Math | Math teachers will engage in professional development and job-embedded coaching with a math consultant both subject area and self-contained teachers on using data to inform instruction and identifying rigorous instructional activities that teach to the common core math standards. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Administrators, Mathematics Instructional and Support Staff, Math Consultant |

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|---|---|---|---|---|---|---|---|---|
| Monitoring Teacher Effectiveness | Teachers will analyze formative assessment within grade level teams, (classroom data, the Instructional Leaning Cycle, MAP) to determine teacher effectiveness. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Grade Level Teachers |
| 5E Model of Instruction-Imagination Station | Teachers will implement science activities that are aligned to the 5E Model of instruction and STEM/Engineering designed lessons to support inquiry based investigations. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Lower Elementary Science Teacher, Support Staff, and Instructional Specialist |
| Peer Review | Teachers will be able to participate in the peer review process and respond to teacher observations about their instructional practices. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Peer Review Team |

**Title I Part A**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Monitor Implementation of The Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor | Teachers will use MAP results, Accelerated Math applications and curriculum assessments to monitor student progress. Teachers will review the Instructional Learning Plans of all students every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, Math Teachers and Instructional Specialists, and Peer Review Team |
| Monitor Implementation of Intensive Small Group Math Strategy | Resource Teachers will use Authentic Assessments and Accelerated Math applications to monitor student progress. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, Math Teachers and Instructional Specialists, and Peer Review Team |

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|---|---|---|---|---|---|---|---|---|
| Peer Review Professional Development | Teachers on the peer review team will be trained in the peer review process. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | School Improvement Team |
| Professional Development Activity K-2 Tier 2 | Train K-2 teachers in the Readers Workshop to support ability groups and guided Instruction. | Professional Learning | | Implement | 09/06/2016 | 06/28/2019 | $500 | ELA Instructional Specialists |
| Building Foundations in Math | Teachers will assign students to math centers and guide students in hands on math activities such as use of manipulatives, visual imagery and math games to support connections in mathematical concepts. Teachers will use audio visual content computer applications to support the attainment of targeted math skills. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $2500 | All Mathematics Teachers. |
| Professional Development Activity K-2 Tier 3 | Teachers and School Service Assistants will be trained in BURST Intervention Strategies | Professional Learning | Tier 3 | | 09/06/2016 | 06/28/2019 | $500 | Lead Reading Teacher for BURST Groups and ELA Instructional Specialists |
| Professional Development Activity 3-5; Tier 3 | Train resource and grade level teachers in intensive small group math strategies for struggling learners. | Professional Learning | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Wayne RESA Math Coach and PLC Team Leader |
| Marzano's Essentials for Achieving Rigor /Shared Writing For Informational Text | Teachers will use Marzano's Essentials for Achieving Rigor to teach Lucy Calkins Writing Strategies including shared development of ideas, text draft, revisions, editing and publishing. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $3000 | English Language Arts Teachers |
| Professional Development in the Writing Process | Teachers will be trained in Lucy Calkin's 5 day model and practice technique and 6+ 1 Writing Traits. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Lead Writing Teacher and Instructional ELA Specialists |
| Critical Content/Building Foundations in Vocabulary K-2, Tier 1 | Teachers will utilize Interactive Word Walls, Word Pictures, advance graphic organizers and Word Matches to develop an understanding of math vocabulary concepts. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | All K-2 Mathematics Teachers. |
| Progress Monitoring | Grade level teachers will progress monitor targeted students' behavior plans daily and convene during monthly grade level meetings to review data and amend student behavior plans. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Grade Level Teachers |

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|---|---|---|---|---|---|---|---|---|
| Targeted Support | Teachers within grade level teams will target students in small groups or individually who need behavior management support and social skills instruction. Grade level teachers will write and implement a behavior plan for targeted students | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Academic Engagement Officer and Grade Level Teachers |
| Guided Reading Through Ability Groupings K-2, Tier 2 | Teachers will use leveled readers to provide guided instruction to tier 2 students, emphasizing decoding and phonemic awareness skills within ability groups. Teachers will facilitate student engagement in audio visual content computer applications and independent learning center activities focused on syllable segments, letter sound correspondence and word study. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $5000 | All English Language Art Teachers, including Instructional Specialists. |
| Professional Development Writing Clinic | Train Title 1 teacher and ELA Teachers in the process for operating a writing clinic for struggling writers. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $40000 | Wayne RESA Coach, Title 1 Writing Teacher, ELA Teacher and the ELA Instructional Specialist |
| Guided Instruction For Ability Groups | Teachers will model to tier 2 and tier 3 students within ability groups how to identify details using best practices such as Think Alouds, literacy centers, virtual computer applications, hands on inquiry activities to support increased proficiency in social studies with emphasis on the market economy. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | All Social Studies Teachers. |
| Guided Reading Through Ability Grouping 3-5, Tier 2 | Teachers will use leveled readers to provide guided reading instruction to tier 2 students, emphasizing identifying supporting details and summarizing narrative text. Teachers will engage students in cause and effect and reading segment activities such as "Somebody Wanted, But So" chunking, advance graphic organizers and Jigsaw. Teachers will use audio visual content computer applications to support the attainment of the targeted reading skills. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $5000 | All staff of English Language Arts and Instructional Specialists. |
| Center Based Learning | Teachers will assign tier 2 and tier 3 students to learning centers that allow them to revisit concepts and practice reading skills in informational text. Teachers will use audio visual computer applications to support the attainment of targeted social studies skills with emphasis on the market economy. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $1000 | Social Studies Teachers |

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| After School Tutoring 3-4, Tier 3 | Teachers will provide extended learning through after school tutoring to tier 3 students 4 times per week for a total of 180 minutes. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal and After School Teachers |
| Teaching Tools | Staff will be provided with the necessary teaching tools to support implementation of the PLC model in reading including, but not limited to (copies, laptops, Ipads, printers, teaching supplies, etc…). | Materials, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $20000 | Principal and Academic Engagement Officer |
| After School Tutoring K-2, Tier 3 | Teachers will provide extended learning through after school tutoring to tier 3 students 4 times per week for a total of 180 minutes. | Academic Support Program | Tier 3 | | 09/06/2016 | 06/28/2019 | $0 | Principal and After School Teachers |
| After School Tutoring 3-4,Tier 3 | Teachers will provide extended learning through after school tutoring to tier 3 students in grades 3-4 four times per week for a total of 180 minutes. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal and After School Teachers |
| Professional Development Activity 3-5; Tier 3 | Train 3-5 grade level teachers in small group to use intensive intervention reading strategies. | Professional Learning | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $2500 | ELA Instructional Specialists |
| Positive Reinforcement | The instructional staff will provide positive reinforcements and consistent consequences for all students. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $25000 | Academic Engagement Officer and Members of the Positive Behavior Support Committee. |
| Writing Clinic Tier 3 | Titile 1 writing teacher will provided guided instruction on the writing process to tier 3 students at least twice per week. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Titile 1 Writing Teacher |
| Modeling the Writing Process For Writing Opinion Text | Teachers will use read aloud, quick writes, advance graphic organizers, the writing process, writing journals or share content study to support students in writing opinion text. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | ELA Teachers |
| Writing Clinic Tier 2 and 3 | Titile 1 writing teacher will provided guided instruction and computer assisted instruction on the writing process to tier 2 and tier 3 students at least twice per week. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $35000 | Title1 Writing Teacher |
| Monitor Student Attendance | Teachers will monitor student attendance daily and generate data weekly using the district information system and the online interactive tool, Class DoJo. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Grade Level Teachers |

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| Professional Development InThe Writing Process | Teachers will be trained in Lucy Calkin's 5 day model and practice technique and 6+ 1 Writing Traits. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | Lead Writing Teacher and Instructional Specialists |
| Rewarding Student Attendance | The administration will reward Homeroom classes that spell out the word, attendance due to 100% attendance with school-wide incentives. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | Principal, Academic Engagement Officer and Grade Level Teachers |
| Building Foundations for 3-5 Struggling Learners | Resource teachers will provide direct intensive instruction using math manipulatives, audio visual computer applications and vocabulary development games to support the attainment of targeted math skills. | Technology, Direct Instruction | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | All teachers of Mathematics. |
| Marzano's Essentials for Achieving Rigor, as a Tier I Instructional model For Writing Opinion Text | Teachers will use Marzano's Essentials for Achieving Rigor Instructional model to teach Lucy Calkin's Writing strategies including share development of ideas, text draft, revisions, editing and publishing for writing opinion text. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | ELA Teachers |
| Real World Experiences K-2 | Grade level teachers will schedule district approved field trips that allow students to experience and make real world applications in reading at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1750 | Grade Level Teachers |
| Real World Experiences 3-5 | Grade level teachers will schedule field trips that allow students in grades 3-5 to experience and make real world applications in reading at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1750 | Grade Level Teachers |
| Monitor Implementation of The Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor in reading. | Teachers will Progress Monitor students in Tier 1, every 3-4 weeks using STAR Early Literacy, MAP data and Accelerated Reading assessments. Teachers will review the online Instructional Learning Plan of all students every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |
| Real World Experiences K-5 | Grade level teachers will schedule field trips that allow students to experience and make real world applications in social studies at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $3500 | Grade Level Teachers |

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| Increasing Student Attendance | Teachers will use attendance data to identify homeroom classes that have 100% attendance. Homeroom teachers will spell out the word attendance for each day that all enrolled students are present. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Educational Technician and Grade Level Teachers |
| Telling Time Using Digital and Analog Clocks | Tier 3 students will receive increase instruction from the resource teachers through pull out sessions for 30 minutes daily. Also, teachers will use the Instructional Learning Cycle or authentic assessments to measure student growth in telling time. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $100 | Grade 3 teachers |
| Professional Development Activity K-2 Tier 2 | Train K-2 grade level teacher in orchestrating ability groups to support differentiated instructional activities. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $13000 | Wayne RESA Math Coaches and District Math Department for District Level Meetings |
| Modeling the Writing Process for Non-Fiction Text | Teachers will use read aloud, the writing process, journals, quick writes, or share content study to model writing informational or explanatory text. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | English Language Arts Teachers |
| Monitor Implementation of the Instructional Learning Cycle Within Small Ability Groups | Teachers will use the Instructional Learning Cycle and Accelerated Math applications to monitor student progress. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 2 | Monitor | 09/06/2016 | 06/28/2019 | $0 | All teachers of Mathematics, Administration, Instructional Specialists and Peer Review Team |
| Monitor Implementation of Social Studies Strategy For the Market Economy | Monitoring Activity Teachers will use district pre and post assessments and classroom quizzes and tests to monitor student achievement every 4 weeks. Teachers will review Individual Learning Plans of all students every 10 weeks. The administrative staff, instructional specialist and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Direct Instruction | Tier 1 | | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, Social Studies Teachers, Instructional Specialists and Peer Review Team |

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| Telling Time Using Digital and Analog Clocks | Teachers will utilize digital and analog clocks to model and engage K-2 students in telling time activities. Teachers will include virtual computer applications, problem solving strategies such as Telling Time Bingo, draw and write the time and match the time writing activities. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | K-2 classroom teachers and instructional specialists |
| Job Embedded Professional Development | Teachers will receive job embedded professional development in the core subject areas that is supported with consistent coaching and uses the learn-try-evaluate cycle. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $5000 | Instructional Specialist and Members of the Professional Development Committee |
| Teaching Tools | Staff will be provided with the necessary teaching tools to support Marzano's Essentials for Achieving Rigor, as a Tier I Instructional model for writing including, but not limited to, (copies, laptops, Ipads, printers, teaching supplies, etc…). | Materials, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $20000 | Principal and Academic Engagement Officers |
| Monitor Implementation of The Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor | Teachers will progress monitor students using STAR Math assessments 3 times per year, curriculum assessments and the district pre and post content area assessment. Teachers will review the Instructional Learning Plans of all students every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | All Mathematics Teachers, Administration, Instructional Specialists and Peer Review Team |
| Monitor Implementation of Guided Reading Strategy Within Ability Groups | Teachers will Progress Monitor students in Tier 2, every 2-3 weeks using the STAR Reading Early Literacy assessment and MAP reading data. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 2 | Monitor | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

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| Small Group Intensive Instruction 3-5, Tier 3 | Teachers will provide intensive direct instruction to small groups of no more than 3-4 student for 30 minute sessions. Teachers will instruct tier 3 students in basic story mapping skills of characters, setting, main idea while using advance graphic organizers.<br>Teachers will use audio visual content computer applications to support the attainment of targeted reading skills. | Technology, Direct Instruction | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | All English Language Arts teachers and Instructional Specialists. |
| After School Tutoring | Teachers will provide extended learning through after school tutoring to tier 2 and tier 3 students twice per week for a total of 90 minutes. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal and After School Teachers |
| Parent Engagement | Teachers will communicate with parents their observations regarding student attendance on a weekly bases by sending Good News Notes for improved attendance and implementing the DPS attendance policy for poor or gross attendance. Parents can also view current student attendance via Parent Connect, in which a Parent Training has been provided for parents. | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Grade Level Teachers |
| Monitor Implementation of the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor includes | Teachers will Progress Monitor students in Tier 1 quarterly using Accelerated Reading assessments for grade 3-5. Teachers will review the Instructional Learning Plan every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 1 | Monitor | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, All teachers of English Language Arts, ELA Instructional Specialists and Peer Review Team |
| Professional Development Activity 3-5; Tier 2 | Train 3-5 grade level teachers in The Readers Workshop to support ability group assignments and guided reading activities. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $500 | ELA Instructional Specialists |
| Engaging in Comples Tasks/The Market Economy | Teachers will create a classroom economy where all students from a hypothesis, conduct inquiry activities through role play and draw conclusions for tasks identified for their market economy. Students will present conclusions grade level computer applications, (i.e. visual software). | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | All teachers of Social Studies and Instructional Specialists. |
| Socratic Circles Professional Development | Upper elementary teachers will be trained to use Socratic Circles.. | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/28/2019 | $1500 | ELA Instructional Specialist |

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| Universal Support | The instructional staff will conduct monthly assemblies for grades k-2 and 3-5 students to teach and model CAY's universal core values, expectations and procedures | Behavioral Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Principal, Academic Engagement Officers and Members of the Positive Behavior Support Committee |
| Professional Development Science | Train K-5 grade level teachers in Family Engineering STEM Integrated Activities and Science Inquiry best practices. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $4500 | All Science Teachers and Science Instructional Specialist. |
| Learning Centers For Ability Groups | Teachers will rotate ability groups for tier 2 and 3 students through learning centers and use visual imagery activities to support struggling learners. | Academic Support Program | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | All Science teachers and Science Instructional Specialists. |
| Real World Experiences | Grade level teachers will schedule field trips that allow students to experience and make real world applications in science at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $3500 | Grade Level Teachers |
| Monitor Implementation of Social Studies Strategy For Tier 2 and 3 Students | Teachers will use the Instructional Learning Cycle and progress monitor every 4 weeks. The administrative staff, instructional specialist and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process | | | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, Social Studies Teachers, Instructional Specialists and Peer Review Team |
| Telling Time Using Digital and Analog Clocks | teachers will utilize learning centers and small ability groups to differentiate instruction for Tier 3 students. Tier 3 students will receive increase instruction from the resource teachers through pull out sessions for 30 minutes daily. Resource teachers will use the Instructional Learning Cycle or authentic assessments to measure student growth in telling time. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $100 | Resource Teachers |

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| Professional Development Activity 3-5; Tier 1 | Train 3-5 grade level teachers in the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model and in decoding and phonemic awareness Instructional practices. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | DPS District Support and ELA Instructional Spcialists |
| Monitor Implementation of Ability Groups for Math Strategy | Teachers will monitor students using Accelerated Math applications. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, Math Teachers and Instructional Specialists, and Peer Review Team |
| Teaching Tools | Staff will be provided with the necessary teaching tools to support Marzano's Essentials for Achieving Rigor Instructional model in math including, but not limited to, (copies, laptops, Ipads, smart tables, printers, teaching supplies, etc…). | Materials, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $20000 | Principal and Academic Engagement Officer |
| Building Foundations For K-2 Struggling Learners | Resource teachers will provide direct intensive instruction using math manipulatives, audio visual content and virtual computer applications and vocabulary development games. | Technology, Direct Instruction | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Resource and K-2 Teachers |
| Professional Development Activity 3-5; Tier 1 | Train 3-5 grade level teachers in the Progressive Cycle of Learning (PCL) of Marzano's Essentials for Achieving Rigor for best practices in identifying critical content, previewing new content and applying knowledge in math.. | Professional Learning | Tier 1 | Implement | 09/03/2013 | 06/30/2016 | $2500 | Lead Math Teacher and Wayne RESA Math Coach |
| Family Engineering Science Night | Science teachers will host a Family Engineering Science Night. | Community Engagement, Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | Science Teachers and Science Instructional Specialist. |

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| Monitor Implementation of Science Strategies | Teachers will use district pre and post assessments, classroom quizzes and tests to monitor student progress. Teachers will review digital portfolios created by all students every 8-10 weeks. The administrative staff, instructional specialist and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Teacher Collaboration | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, Science Teachers, Science Instructional Specialist, and Peer Review Team |
| Professional Development For Science Instruction | Train K-5 grade level teachers in the STEM Integrated Family Engineering Program | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $2500 | All Science Teachers and Science Instructional Specialist. |
| Parent Engagement Literacy Night | The instructional staff will schedule an English Language Arts Literacy Night for parents of students in grades 3-5. | Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | ELA Content Area Teachers |
| Story Inquiry 3-5; Tier 1 | Teachers will direct students to identify a purpose for reading, the main idea of the text, look for support details and story and character identification using advance graphic organizers.. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | All teachers of Reading in grades three through five, including Instructional Specialist. |
| Monitor Implementation of Guided Reading Within Ability Groups | Teachers will Progress Monitor students in Tier 2, every 4 weeks using STAR Reading and common assessments. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

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| Family Math Night | Content area teachers will host a Family Mathematics Night to engage parents in real world applications of math concepts. | Community Engagement, Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | Content Area Teachers |
| Monitor Implementation of Small Groups Reading Strategy | Teachers will Progress Monitor students in Tier 3, every 1-2 weeks using the STAR Reading assessment. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 3 | Monitor | 09/30/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |
| Professional Development Activity K-2 Tier 3 | Train k-2 grade level teacher in direct intensive math strategies that support struggling learners. | Professional Learning | Tier 3 | Monitor | 09/06/2016 | 06/28/2019 | $2500 | Wayne RESA Math Coach and Math PLC Teacher Leader |
| Real World Experiences K-2 | Grade level teachers will schedule field trips that allow students to experience and make real world applications in Math at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1750 | Grade Level Teachers |
| Family Math Night | Content area teachers will host a Family Mathematics Night to engage parents in real world applications of math concepts. | Community Engagement, Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | Lead Mathematics Teacher and Content Area Teachers |
| Preview New Content/Vocabulary Development | Teachers will use advance graphic organizers, interactive word walls, vocabulary notebooks, and audio visual computer applications to teach vocabulary development to all students. | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | All teachers of Science, including Instructional Specialists. |

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| Monitor Implementation of Math Intensive Small Group Strategy | Teachers will progress monitor using authentic and Accelerated Math assessments. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 3 | | 09/06/2016 | 06/28/2019 | $0 | All Mathematics Teachers, Administration, Instructional Specialists and Peer Review Team |
| Professional Development Activity K-2 Tier 1 | Train K-2 grade level teachers how to use visual cueing to recognize or recall specific vocabulary or details in the math assignment. | Professional Learning | Tier 1 | | 09/06/2016 | 06/28/2019 | $2500 | Wayne RESA Math and Marzano Coaches |
| Telling Time Using Digital and Analog Clocks | Teachers will utilize learning centers and small ability groups to differentiate instruction for Tier 2 students. Teachers will use the Instructional Learning Cycle or authentic assessments to measure student growth in telling time. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $100 | Grade 3 classroom teachers |
| Teaching Tools | Staff will be provided with the necessary teaching tools to support the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model for social studies including, but not limited to, (copies, laptops, Ipads, printers, teaching supplies, etc…). | Materials, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $20000 | Principal and Academic Engagement Officer |
| Real Wold Experiences 3-5 | Grade level teachers will schedule field trips that allow students to experience and real world applications in math at least twice per year. | Field Trip | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1750 | Grade Level Teachers |
| Ryhming & Multisensory Mapping for Phonemic Awareness and Decoding Skills | Teachers will engage students in Multisensory Mapping activities such as: Make a new word by changing the initial sounds in [came/same], use the rhymes to generate more words, create a new sentence for the poem using the generated rhymes, math sounds and pictures, model identification sound, math letter and sound, trace the letter and audio visual content computer applications | Technology, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | All K-5 teachers of Reading, Instructional Specialists, and School Service Assistants. |
| Workshop Training Activities | The instructional staff will attend conferences and participate in workshop activities that model best practices for classroom management, student engagement, lesson planning, instruction and assessment. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $17000 | The Principal, Academic Engagement Officer and Instructional Staff |

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| Small Group Intensive Instruction K-2; Tier 3 | Assigned teachers or Para Professionals will provide intensive instruction to students in small groups of no more than 3-4 student for 30 minute sessions. Teachers and Para Professionals will focus on targeted learning gaps to increase student proficiency in phonemic awareness and decoding skills. | Academic Support Program, Technology, Direct Instruction | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | School Service Assistants, Teachers of English Language Arts and ELA Instructional Specialists. |
| Socratic Circles | Upper elementary teachers will use Socratic Circles to support the student's ability to pose thoughtful<br>questions, draw important conclusions, and find deeper meaning in narrative and informational texts. | Technology, Direct Instruction | Tier 1 | Getting Ready | 09/06/2016 | 06/28/2019 | $1000 | ELA Instructional Specialist |
| Professional Professional Development, Guided Instruction for Ability Groups | Train K-5 grade level teachers to use differentiated instructional strategies and activities within ability groups such as literacy centers, inquiry, virtual learning to increase proficiency in social studies with emphasis on the market economy. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $2500 | Wayne RESA Coach and Instructional Specialists. |
| Teaching Tools | Staff will be provided with the necessary teaching tools to support Direct Interactive Instruction in science including, but not limited to, (copies, laptops, Ipads, printers, NXT Robots for STEM applications, and teaching supplies, etc…). | Materials, Technology | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $20000 | Principal and Academic Engagement Officer |
| Parent Training | The Parent Engagement Consultant will schedule parent training workshops monthly and Parent Focus Groups 3 times per year to orientate parents to the learning norms of our school community. | Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $30000 | Principal and Parent Engagement Consultant |
| Monitor Implementation of the Writing Process | Teachers will conduct weekly individual writing conference with each student to guide skill development and create rubrics for pre and post assessments for each instructional learning cycle of approximately 3-4 weeks. Teachers will review the Individual Student Learning Plan for all students every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |

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| After School Tutoring K-2, Tier 3 | Teachers will provide extended learning through after school tutoring to tier 3 students 4 times per week for a total of 180 minutes. | Academic Support Program | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $45000 | Principal and After School Teachers |
| Conflict Resolution | A teacher consultant will provide conflict resolution strategies to students targeted for behavior management support. | Behavioral Support Program | Tier 1 | Implement | 09/03/2013 | 06/30/2016 | $15000 | Principal and Teacher Consultant |
| The Market Economy Parent Night | Social Studied teachers will host a Market Place Economy Real World Event that engages parents and students in supply and demand interactive inquiry and activities. | Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | All staff who teach Social Studies, Instructional Specialists and Parent Volunteers. |
| Professional Development Social Studies | Train K-5 Teachers in Project Base Learning to Support the Market Economy Model | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1000 | Wayne RESA Coach and Instructional Specialist |
| Camp Burt Shurly | Fourth grade teachers will implement a camping trip to engage 4th grade students in outdoor nature studies and activities. | Field Trip, Extra Curricular | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $6000 | 4th Grade Teachers |
| Writing Clinic Tier 2 | Titile 1 writing teacher will provided guided instruction on the writing process to tier 2 students at least once per week. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Title 1 Writing Teacher |
| Parent Engagement Literacy Night | The instructional staff will schedule an English Language Arts Literacy Night for parents of students in K-2. | Parent Involvement | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $1500 | ELA Content Area Teachers |
| Building  Foundations In Math Applications | Teachers will guide students in inquiry based math activities such as use of manipulatives, visual imagery, audio visual content and virtual computer applications,  and math games to formulate a connection between number, word and number of objects. | Academic Support Program, Technology | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $2000 | All Mathematics Teachers. |
| Professional Development Activity 3-5; Tier 2 | Train 3-5 grade level teachers on guided instruction and center based learning strategies for math. | Professional Learning | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $300 | Grade Level Math Teacher Proficient in Center Based Learning and Instructional Specialist |

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| After School Tutoring | Teachers will provide extended learning through after school tutoring to tier2 and tier 3 students 4 times per week for a total of 180 minutes. | Academic Support Program | Tier 2 | | 09/06/2016 | 06/28/2019 | $0 | Principal and After School Teachers |
| Telling Time Using Digital and Analog Clocks | Teachers will utilize learning centers and small ability groups to differentiate instruction for Tier 2 students. Teachers will use the Instructional Learning Cycle or authentic assessments to measure student growth in telling time. | Academic Support Program | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $100 | K-2 classroom teachers |
| Telling Time Using Digital and Analog Clocks | Teachers will utilize digital and analog clocks to model and engage students in telling time activities. Teachers will include problem solving strategies such as Telling Time Bingo, draw and write the time and match the the time writing activities. | Direct Instruction | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $500 | Grade 3 classroom teachers and instructional specialists |
| Monitor Implementation of Small Groups For Intensive Reading Instruction | Teachers will Progress Monitor tier 3 students assigned to small groups every 2 weeks using the Instructional Learning Cycle, STAR reading and Map Data. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process, Technology | Tier 3 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |
| Critical Content/Building Foundations & Vocabulary | Teachers will use advance graphic organizers, math manipulatives, math vocabulary notebooks and audio visual content and virtual computer applications to build foundations in mathematical concepts. | Technology, Direct Instruction | Tier 1 | Monitor | 09/06/2016 | 06/28/2019 | $1500 | All teachers of Mathematics. |
| Monitor Implementation of Science Strategies | Teachers will use the learning cycle and authentic assessments to monitor student progress. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process | Tier 2 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, Science Teachers, Instructional Specialists, and Peer Review Team |

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| Monitor Implementation of Writing Process Strategies | Teachers will conduct weekly individual writing conference with each student to guide skill development and create rubrics for pre and post assessments for each instructional learning cycle of approximately 3-4 weeks. Teachers will review the Instructional Learning Plan for all students every 10 weeks. The administrative staff, instructional specialists and peer review team will monitor the implementation of the instructional strategies using informal walk through. | Policy and Process | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $0 | Principal, Academic Engagement Officer, English Language Arts Teachers and ELA Instructional Specialists, and Peer Review Team |
| Professional Development Tier 1 K-2 | Train K-2 grade level teachers in the Progressive Cycle of Learning - Marzano's Essentials for Achieving Rigor instructional model and in decoding and phonemic awareness Instructional practices. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/28/2019 | $2500 | ELA Instructional Specialists |