

2019-20 Lynch SIP

Elva Lynch Elementary School

Lapeer Community Schools

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Overview

Plan Name

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Plan Description

Goals and Plans for 19-20 School Improvement Plan

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 Elva Lynch Elementary will become proficient writers.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$0
2	All students at Elva Lynch Elementary will become proficient readers.	Objectives: 1 Strategies: 4 Activities: 15	Academic	\$0
3	All students at Elva Lynch Elementary will become proficient in mathematics.	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$0
4	All students at Elva Lynch Elementary will become proficient in science.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
5	All Elva Lynch Staff will collaborate to actively improve school culture	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
6	All students will be career and college ready by graduation	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: All students at Elva Lynch Elementary will become proficient writers.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/30/2020 as measured by a minimum score of 28 points based on a 44 point rubric or demonstrate 10 points of improvement on the final post assessment..

Strategy 1:

Student Engagement Through Quality Instruction - Students will be cognitively engaged in instruction using high quality questioning and discussion techniques.

Activities and assignments will promote exploration of content and purpose of the lesson.

Category: English/Language Arts

Research Cited: Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes." Reading Research Quarterly.

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening Minds: Using Language to Change Lives. Portland, ME: Stenhouse.

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

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Anderson, C. (2005). Assessing Writers. Portsmouth, NH: Heinemann.

Calkins, L. M. (1994). The art of teaching writing. Portsmouth, NH: Heinemann.

Graves, D. H. (1994). A fresh look at writing: A professional's guide. Portsmouth, NH: Heinemann.

Spandel, V. (2001). Creating writers through 6-trait writing assessment and instruction. Boston, MA: Addison Wesley Longman.

Wood Ray, K. (1999). Wondrous words: Writers and writing in the elementary classroom.

Tier: Tier 1

Activity - Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Staff will utilize the Literacy essentials to support writing instruction. Materials needed include student notebooks, mentor texts, and technology. Also professional development for literacy essentials.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction, Technology	Tier 1	Monitor	07/02/2018	06/29/2020	\$0	General Fund, Title II Part A	Principal, learning coaches, special education team, classroom teachers and paraprofessionals.

Activity - Writing With a Purpose Using Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Using digital media, students will learn to read informational text with the intent that they will be able to find evidence to inform on a topic or support an argument. Teachers will work with students on how to find the most important pieces of information in a reading passage and writing a response by utilizing this information. Materials needed include student notebooks, and technology when appropriate.	Academic Support Program, Professional Learning, Technology	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Title I Part A, Title II Part A	Principal, learning coaches, special education team, classroom teachers, and paraprofessionals.
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Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coach will provide support to certified staff with regard to improved Writing instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, literacy essential support, and making thinking visible strategies.	Teacher Collaboration, Professional Learning, Technology	Tier 1		07/02/2018	06/29/2020	\$0	Section 31a, Title I Part A, Title II Part A	Principal, learning coaches, special education team, classroom teachers and paraprofessionals

Activity - Weekly Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor student Writing progress during weekly collaboration by analyzing formative assessments and district writing prompts and conferring notes. Staff will meet regularly in grade level teams to discuss student progress and plan instruction accordingly. Students requiring additional assistance and interventions will be identified and lessons adjusted. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Teacher Collaboration	Tier 1		07/02/2018	06/29/2020	\$0	Title II Part A, General Fund	Classroom and Special Education Teachers, Learning Coaches, Principal

Strategy 2:

Improve Student Learning Through Setting Instructional Outcomes - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Outcomes will be written in the form of student learning, permit viable methods of assessment, and reflect several different types of learning.

Category: English/Language Arts

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

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). Understanding by design. Alexandria, Va: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established.	Teacher Collaboration, Curriculum Development, Direct Instruction, Technology	Tier 1		07/02/2018	06/29/2020	\$0	Title I Part A, Title II Part A, General Fund	Principal, learning coaches, special education team, classroom teachers and paraprofessionals

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Activity - District Professional Development for Improving Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with 1/2 day professional development to support development of instructional outcomes for unit KUDs throughout the school year.	Teacher Collaboration, Academic Support Program, Curriculum Development, Direct Instruction, Technology	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Title II Part A	All certified staff to include principal, learning coaches, special education team, classroom teachers and paraprofessionals

Strategy 3:

Increase Parent Involvement and Knowledge for Writing - Parents will be invited to join school staff and students for informal writing opportunities to increase knowledge aligned to narrative and informational writing requirements. Staff will also educate parents on grade level writing components and provide examples for parents to use at home.

Category: English/Language Arts

Research Cited: Research Cited: Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York: Russell Sage Foundation.

Fisher, Douglas, and Nancy Frey. How to create a culture of achievement in your school and classroom. Alexandria, Va.: ASCD, 2012. Print.

Parrett, William, and Kathleen M. Budge. Turning high-poverty schools into high-performing schools. Alexandria, Va.: ASCD, 2011. Print.

Tough, Paul. How children succeed grit, curiosity, and the hidden power of character. Boston: Houghton Mifflin Harcourt, 2012. Print.

Tier: Tier 1

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Families will be invited to events to support writing instruction across the curriculum talking part in the general and special education classrooms. During these events families will receive information on the importance of writing across the curriculum and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology			07/02/2018	06/29/2020	\$0	Title I Part A, Title I Schoolwide	Principal, Learning Coaches, Interventionists, Classroom Teachers
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Strategy 4:

Use of High Quality Formative Assessment and Feedback - Staff will use consistent formative assessment strategies to gauge student learning. Based on these formative assessments, staff will provide quality feedback that moves learning forward while modifying instruction to support the learners.

Category: English/Language Arts

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

Fisher, D. & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.

William, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

Activity - Professional Development for Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with professional development on utilizing formative assessment, modifying instruction, and grading practices.	Teacher Collaboration, Professional Learning, Direct Instruction, Technology	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Title II Part A, Title I Part A	Classroom and Special Education teachers, Learning Coaches, Principal

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Activity - Professional Development on Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on providing feedback to students based on formative assessments. This is to include lesson study or lab classrooms with a focus on feedback. Staff will also receive professional development on literacy essentials.	Teacher Collaboration, Professional Learning, Direct Instruction, Technology	Tier 1	Getting Ready	07/02/2018	06/29/2020	\$0	Title II Part A	Classroom and Special Education teachers, Learning Coaches, Principal

Activity - Weekly Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss formative assessments for writing, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration, Technology	Tier 2	Monitor	07/02/2018	06/29/2020	\$0	Title II Part A	Classroom and Special Education teachers, Learning Coaches, Principal

Goal 2: All students at Elva Lynch Elementary will become proficient readers.**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency based on DRA2 assessment data, or if not at grade level, showing 1 1/2 year growth in English Language Arts by 06/19/2020 as measured by end of the year DRA assessment data.

Strategy 1:

Student Engagement Through Quality Instruction - Students will be cognitively engaged in instruction using high quality questioning and discussion techniques.

Activities and assignments will promote exploration of content and purpose of the lesson.

Category: English/Language Arts

Research Cited: Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grad. What Works Clearinghouse. Washington D.C. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16

Dorn, L. J, & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

Gabl, K. a., Kaiser, K. L., Long, J. K., & Roemer, J. L. (2007). Improving Reading Comprehension and Fluency through the Use of Guided Reading. Online Submission,93. Retrieved from <http://eric.ed.gov/ERICWebPortal/recordDetail?accno=ED496377>

Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader's Workshop. Saint Xavier.

King, Ray, Torgesen, J. (2000). Improving the Effectiveness of Reading Instruction in One Elementary. Tallahassee: Florida Center for Reading Research.

Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

Ivey, G. & Johnston, P. H. (2013). Engagement with yount adult literature: Outcomes and processes." Reading Research Quarterly.

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening minds: Using language to change lives. Portland, Me. Stenhouse.

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

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

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Activity - Workshop/Exploration Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice and conclude with sharing or reflection. Lessons include demonstrations and opportunities to practice comprehension strategies. Students will read books at their independent or instructional level with teacher support as needed. Specific emphasis will be placed on navigating and using informational text, as well as crosscurricular reading.	Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Evaluate	07/02/2018	06/26/2020	\$0	Title II Part A, Title I Part A	Elva Lynch Elementary Teachers, Special Education Teachers, and Principal

Activity - Jan Richardson Guided Reading Model/Strategy Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize Jan Richardson's Guided Reading model and strategy groups to differentiate during Reading Workshop and intervention. Teachers receive professional development and training on these models and consistency and alignment will exist across grade levels with regard to format, progress monitoring (running records) and planning for future instruction.	Academic Support Program	Tier 2	Monitor	06/29/2018	06/26/2020	\$0	Title I Part A, Other, Title II Part A	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, District Learning Coaches

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coach will provide support to certified staff with regard to improve Reading instruction. Included in this activity is lab/lesson study facilitation, Data days, coaching utilizing Cognitive Coaching model, and making thinking visible strategies.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	06/29/2018	06/26/2020	\$0	Section 31a, Title II Part A, Title I Part A	District Learning Coaches, Classroom and Special Education teachers, Principal

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Activity - RTI/MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will have daily for intervention time. Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to implement this activity, including but not limited to technological resources and PD to support quality implementation.	Academic Support Program, Professional Learning, Technology	Tier 3	Implement	06/29/2018	06/26/2020	\$0	Title I Part A, Title II Part A, Other	All Classroom Teachers, and Principal, Learning Coaches

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers when applicable will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program, Technology	Tier 1	Monitor	07/02/2018	06/29/2020	\$0	Title I Part A	Teaching Staff and Administration Reading Recovery Teacher, if available

Activity - Cross Curricular Reading Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with opportunities for reading across the curriculum to include science and social studies concepts and common core alignment. Particular emphasis will be placed on using digital content and reading with a purpose to find supporting evidence.	Supplemental Materials, Direct Instruction, Technology	Tier 1	Monitor	06/29/2018	06/26/2020	\$0	Title II Part A, Title I Part A	Teaching Staff and Administration

Strategy 2:

Increase Parent Involvement with the Support of Reading - All certified staff will support the application of reading workshop essential learnings to include key components of workshop, reading strategies, and resources to support readers at home.

Category: English/Language Arts

Research Cited: Slavin,R.E., Lake,C. Davis,S. Madden,N.(2009). Effective Programs for Struggling Readers: A Best Evidence Synthesis. Baltimore: John Hopkins University, Center for Data-Driven Reform in Education.

Herrera, Carla, Sipe, Cynthia L., and McClanahan, Wendy S., "Mentoring School-age Children: Relationship Development in Community-based and School-based Programs.", 2000

Harvey, Stephanie and Goudvis, Anne, "Strategies That Work: Teaching Comprehension for Understanding and Engagement, Edition 2", 2007

Miller, Debbie, "Reading with Meaning: Teaching Comprehension in the Primary Grades", 2002 Gove, A. and P. Cvelich. 2011. Early Reading: Igniting Education for All. A report by the Early Grade

Learning Community of Practice. Revised Edition. Research Triangle Park, NC: ResearchTriangle Institute.

Crow, Sherry R.Exploring the Experiences of Upper Elementary School Children Who Are Intrinsically Motivated to Seek Information. School Library Media Research, v14 2011.

Lenters, Kim.FROM STORYBOOKS TO GAMES, COMICS,BANDS, AND CHAPTER BOOKS: A

YOUNG BOY'S APPROPRIATION OF LITERACY PRACTICES. Canadian Journal of Education, v30 n1 p113-136 2007.

Tier: Tier 1

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to take part in evening events to support the literacy essentials. During these events families will receive information on the importance of spending time reading materials that are at their child's level to support the work going on in all classrooms. Parents will also receive helpful resources for comprehension strategies, home support, and supports being offered to the students in school. Families will be given take-home reading materials, resources, strategies, and information to support students in all tiers from the at-risk to the enrichment. This will also include any materials and presenters necessary to implement this activity, including but not limited to technological resources. Parents will also receive updates on their child's progress. Food may be served to accommodate families for evening events.	Parent Involvement		Implement	06/29/2018	06/26/2020	\$0	Other, Title I Part A	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist, and Principal

Activity - Super Summer Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity.	Parent Involvement			06/06/2014	06/29/2020	\$0	Title I Part A	Learning Coaches, Interventionists, Principal, and Participating Classroom Teachers

Strategy 3:

Use of High Quality Formative Assessment and Feedback - Staff will use consistent formative assessment strategies to gauge student learning. Based on these formative assessments, staff will provide quality feedback that moves learning forward while modifying instruction to support the learners.

Category: English/Language Arts

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

Fisher, D. & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.

William, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

Activity - Professional Development for Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be provided with professional development on utilizing formative assessment, modifying instruction, and grading practices.	Professional Learning, Direct Instruction, Technology	Tier 1	Getting Ready	07/02/2018	06/29/2020	\$0	Title I Part A, Title II Part A	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, District Learning Coaches, Principal
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Activity - Professional Development on Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on providing feedback to students based on formative assessments. This is to include lesson study or lab classrooms with a focus on feedback.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Getting Ready	07/02/2018	06/29/2020	\$0	Title II Part A	Classroom and Special Education Teachers, District Learning Coaches, Principal

Activity - Data Analysis Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Academic Support Program, Technology	Tier 1	Monitor	07/02/2018	06/29/2020	\$0	Title I Part A, General Fund	Elva Lynch Elementary Teachers, Special Education Teachers, Learning Coaches and Principal

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Activity - RTI/MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will have daily intervention time. Teaching and support staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed and teachers will provide feedback to these students based on formative assessments and progress monitoring. Supplemental materials, technology and PD to support quality implementation will be provided.	Academic Support Program, Technology	Tier 3		07/02/2018	06/29/2020	\$0	Title I Part A, Title II Part A, Other	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals.

Activity - Weekly Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss formative assessments for progress monitoring and analyzing district KUD's,, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration, Technology	Tier 2	Monitor	07/02/2018	06/29/2020	\$0	Other, General Fund	Learning Coaches, Principal and all certified staff at Elva Lynch Elementary

Strategy 4:

Improve Student Learning Through Setting Instructional Outcomes - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Outcomes will be written in the form of student learning, permit viable methods of assessment, and reflect several different types of learning.

Category: English/Language Arts

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

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). Understanding by design. Alexandria, Va: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Title II Part A	Classroom and Special Education teachers, Learning Coaches, Principal

Activity - District Professional Development for Improving Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with 1/2 day professional development to support development of instructional outcomes for unit KUDs throughout the school year.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Title II Part A	Classroom and Special Education teachers, Learning Coaches, Principal

Goal 3: All students at Elva Lynch Elementary will become proficient in mathematics.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of scoring 80% or higher on an average of all unit assessments or make growth of 40 percentage points from pre to post assessment in Mathematics by 06/30/2020 as measured by district unit assessments..

Strategy 1:

Student Engagement Through Quality Instruction - Students will be cognitively engaged in instruction using high quality questioning and discussion techniques. Activities and assignments will promote exploration of content and purpose of the lesson.

Category: Mathematics

Research Cited: Johnston, P. H. (2012). *Choice words: How our language affects children's learning*. Portland, Me: Stenhouse.

Johnston, P. (2004). *Opening Minds: Using Language to Change Lives*. Portland, Me. Stenhouse.

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

Smith, M. & Stein, M. K. (2011). *5 practices for orchestrating productive mathematics discussions*. Reston, VA: The National Council of Teachers of Mathematics, Inc.

Chapin, S. H., O'Connor, C., & Anderson, N. C. (2003). *The Tools of Classroom Talk. Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1-6*, 11–42.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). *Handbook of research on student engagement*. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Frederick, M. L., Courtney, S., & Caniglia, J. (2014). *With a little help from my friends: Scaffolding techniques in problem solving. Investigations in Mathematics Learning*2, 7(2), 21–32.

Marzano, R. J. *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). *Classroom instruction that works. Research based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

National Research Council. (2001). "Adding it up: Helping children learn mathematics." J. Kilpatrick, J. Swafford, & B. Findell (Eds.). Washington,DC: National

Kramarski, B. (2003). "The effects of metacognitive training vs. worked-out examples on students' mathematical reasoning." *British Journal of Educational Psychology*, 73(4), 449-471.

Cardelle-Elawar, M. (1995). "Effects of metacognitive instruction on low achievers in mathematics problems." *Teaching and Teacher Education*, 11(1), 81-95.

Jitendra, A.K., Griffin, C.C., McGoey, K., Gardill, M.C., Bhat, P., & Riley, T. (1998). "Effects of mathematical word problem solving by students at risk or with mild disabilities." *Journal of Educational Research*, 91(6), 345-355.

Perels, F., gurtler, T., & Schmitz, B. (2005). "Training of self-regulatory and problem-solving competence." *Learning and Instruction*, 15(2), 123-139.

Tier: Tier 1

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Activity - Workshop/Exploration Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage students in critical thinking related to math through use of productive mathematical discussions and problem solving techniques.	Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology	Tier 1		08/25/2014	06/29/2020	\$0	Title II Part A, Title I Part A	Elva Lynch Elementary teaching staff, Principal

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Learning Coach will provide support to certified staff with regard to improved math instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies.	Teacher Collaboration, Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	08/25/2014	06/29/2020	\$0	Title II Part A, Title I Part A, Section 31a	Principal, District Learning Coaches

Activity - Professional Development on Math Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will participate in district professional development to include lab classroom, lesson studies, and collaboration to support development of best practice math strategies.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/25/2014	06/29/2020	\$0	Title II Part A	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals.
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Activity - RTI/MTSS Tier 2 and 3 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will work with small group and individual students who have been identified for Tier 2 and Tier 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Teacher Collaboration, Academic Support Program, Technology	Tier 2	Monitor	09/01/2015	06/29/2020	\$0	Title II Part A, Title I Part A	Principal, Classroom Teachers, Learning Coaches

Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor student mathematical progress during weekly collaboration by analyzing formative assessment and district unit assessment data. Staff will meet regularly in grade level teams to discuss student progress and plan instruction accordingly. Students requiring additional assistance and interventions will be identified and lessons adjusted. This will also include and materials necessary to implement this activity including but not limited to technology resources.	Teacher Collaboration	Tier 2	Monitor	07/02/2018	06/29/2020	\$0	Title II Part A, General Fund	Classroom and Special Education teachers, Principal, District Learning Coaches

Strategy 2:

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Improve Student Learning Through Setting Instructional Outcomes - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Outcomes will be written in the form of student learning, permit viable methods of assessment, and reflect several different types of learning.

Category: Mathematics

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

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). Understanding by design. Alexandria, Va: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand and do will be established	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1		08/25/2014	06/29/2020	\$0	Title II Part A, Title I Part A	General Education and Special Education teachers, Principal, District Learning Coaches

Activity - District Professional Development for Improving Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be provided with 1/2 day professional development to support development of instructional outcomes for unit KUDs throughout the school year.	Teacher Collaboration, Academic Support Program, Curriculum Development, Direct Instruction, Technology	Tier 1		08/28/2015	06/29/2020	\$0	Title II Part A	Principal, Learning Coaches, Classroom Teachers
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Strategy 3:

Increase Parent Involvement with the Support of Mathematics - All certified staff will support the application and support for problem solving skills, mental math and computation strategies through supplies, training, and or resources in order to deepen parent and student understanding of the link between math concepts and life through family evening events: Title I Parent Involvement

Category: Mathematics

Research Cited: Schnee, Emily; Bose, Enakshi. Parents "Don't" Do Nothing: Reconceptualizing Parental Null Actions as Agency. School Community Journal, v20 n2 p91-114 2010.

Kliman, Marlene. Math Out of School: Families' Math Game Playing at Home. School Community Journal, Page 9 of 48. v16 n2 p69-90 Fall-Win 2006.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools."

National Center for Education Evaluation and Regional Assistance : 1-91.

Tier: Tier 1

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Families will take part in evening events to support problem solving, mental math and computation strategies that align with classroom instruction. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment. Families will also receive supplementary supplies to support strategies and interventions. During this event families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions. Dinner will also be provided. This will also include any materials necessary to implement this activity, including but not limited to technological resources, to include take home books/ games, materials, meals and after school activities hosted by the building to work with Title I eligible students.	Parent Involvement, Technology	Tier 1	Implement	08/25/2014	06/29/2020	\$0	Title I Part A	Classroom Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist, and Principal
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Strategy 4:

Use of High Quality Formative Assessment and Feedback - Staff will use consistent formative assessment strategies to gauge student learning. Based on these formative assessments, staff will provide quality feedback that moves learning forward while modifying instruction to support learners.

Category: Mathematics

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

Fisher, D. & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.

William, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

Activity - Professional Development for Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with professional development on utilizing formative assessment, modifying instruction, and grading practices.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	07/02/2018	06/29/2020	\$0	Title II Part A	Classroom and Special Education teachers, Principal, District Learning Coaches

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Activity - Professional Development on Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
feedback to students based on formative assessments for higher level and lower level students. This is to include lesson study or lab classrooms with a focus on feedback.	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Title II Part A	Classroom and Special Education teachers, Principal, District Learning Coaches

Activity - Data Analysis Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Implement	07/02/2018	06/29/2020	\$0	Other, Title II Part A	Classroom and Special Education teachers, Principal, District Learning Coaches

Activity - RTI/MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will have at least 30 minutes a day for intervention time (RTI) for either math or reading. Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed and teachers will provide feedback to these students based on formative assessments and progress monitoring.	Academic Support Program	Tier 3	Monitor	07/02/2018	06/29/2020	\$0	Title II Part A, Title I Part A	Classroom and Special Education teachers, Principal, District Learning Coaches

Activity - Weekly Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss formative assessments for math units, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration	Tier 2	Implement	07/02/2018	06/29/2020	\$0	Title II Part A, General Fund	Classroom and Special Education teachers, Principal, District Learning Coaches

Goal 4: All students at Elva Lynch Elementary will become proficient in science.

Measurable Objective 1:

85% of All Students will demonstrate student proficiency (pass rate) on local and state assessments in Science by 06/30/2020 as measured by Students scores M-Step.

Strategy 1:

Student Engagement Through Quality Instruction - Students will be cognitively engaged in high-quality instruction in every classroom through a highly coherent, learner-centered instructional model where students meet their self-determined academic and personal goals to their highest potential. Activities and assignments will support exploration of content and purpose of the lesson. Staff will assist students in monitoring and reflecting on applying new K-12 science standards and performance expectations.

Category: Science

Research Cited: Best Practice Third Edition, Zemelman, Daniels & Hyde (2005) Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum.

Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Tier: Tier 1

Activity - Cross-Curriculum Science integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement science and STEM content across multiple areas of the curriculum. Components will include purposeful planning and pacing to aligning NGSS science standards with CCSS ELA standards. Students will be provided opportunities for reading science concepts across the curriculum. Staff will be provided professional development time to collaborate on the alignment and pacing of the NGSS standards. Staff will also be provided professional development in the form of a lesson study or lab classroom to expand teaching knowledge related to the integration of Science across the curriculum. Materials, supplies for activities, and technology as needed.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology	Tier 1	Getting Ready	06/30/2017	06/26/2020	\$0	Title II Part A, Title I Part A	Elva Lynch teachers, special education staff, learning coaches and administration

Strategy 2:

Training on Project Lead the Way - General and special education teachers will be trained in Project Lead the Way and new standards based upon the Next Generation Science Standards. Coaching and on-going training are included to ensure full implementation to include LAB and lesson studies.

Category: Science

Research Cited: Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Tier: Tier 1

Activity - Project Lead the Way Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Project Lead the Way, Lead Launch teacher training. This training will provide staff with updated information pertaining to the Project Lead the Way STEM curriculum. Teachers that are trained as Lead Launch teachers will come back to the building and provide professional development and support to all Elva Lynch staff.	Professional Learning, Technology	Tier 1		06/30/2017	06/26/2020	\$0	Other, Title II Part A, Title IV Part A	Elva Lynch teaching staff, special education staff, learning coaches and administration

Strategy 3:

Training on Next Generation Science Standards - All staff will participate in professional development on the Next Generation Science standards. Staff will then collaborate with grade level colleagues, building learning coaches and administration related to the implementation of the new science standards.

Category: Science

Research Cited: Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Tier: Tier 1

Activity - Professional development on Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will participate in professional development related to the implementation of the Next Generation Science Standards. Staff will then participate in instructional rounds, lesson studies or lab classroom professional development with building learning coaches to support this implementation.	Curriculum Development, Professional Learning, Technology	Tier 1	Getting Ready	06/30/2017	06/26/2020	\$0	Title II Part A	Elva Lynch staff, special education teachers, learning coaches and administration.
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Goal 5: All Elva Lynch Staff will collaborate to actively improve school culture

Measurable Objective 1:

collaborate to actively create a school culture that promotes building positive and trusting relationships with staff, students, families and the community by 06/30/2020 as measured by measured by pre and post school year perception survey data from all stakeholders.

Strategy 1:

Experiences Promoting Positive Relationships - Provide a variety of experiences that promote positive relationships among all stakeholders. All stakeholders will be invited to participate in shared experiences designed to increase common understanding and mutual respect in order to create a culture that raises student achievement.

Category: School Culture

Research Cited: Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York: Russell Sage Foundation.

Fisher, Douglas, and Nancy Frey. How to create a culture of achievement in your school and classroom. Alexandria, Va.: ASCD, 2012. Print.

Parrett, William, and Kathleen M. Budge. Turning high-poverty schools into high-performing schools. Alexandria, Va.: ASCD, 2011. Print.

Tough, Paul. How children succeed grit, curiosity, and the hidden power of character. Boston: Houghton Mifflin Harcourt, 2012. Print.

Tier: Tier 1

Activity - Team Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will participate in shared experiences designed to promote common understanding and mutual respect. This will also include any materials necessary to implement this activity, including but not limited to technological resources	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	06/22/2018	06/29/2020	\$0	Title II Part A	Elva Lynch teaching staff, special education staff, paraprofessionals, office staff, learning coaches and administration
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Activity - Parent Participation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to join school staff and students for informal gatherings to increase comfort and partnership between home and school. This will also include any materials and presenters necessary to implement this activity, as well as food to accommodate families for evening events.	Parent Involvement	Tier 1	Getting Ready	06/22/2018	06/29/2020	\$0	Title II Part A, Title I Part A	Elva Lynch teaching staff, special education staff, paraprofessionals, office staff, learning coaches and administration

Activity - Student Enrichment Experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will have opportunities to participate in extended day enrichment activities to build the bond between students and school providing all students the chance to develop skills and talents. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	Tier 1	Getting Ready	06/22/2018	06/29/2020	\$0	Title IV Part A, General Fund	Elva Lynch teaching staff, special education staff, paraprofessionals, learning coaches and administration
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Goal 6: All students will be career and college ready by graduation

Measurable Objective 1:

85% of All Students will achieve college and career readiness as measured by SAT benchmarks for college and career readiness in Math and Evidence-Based Reading and Writing.. in Career & Technical by 06/20/2031 as measured by SAT When applicable for these students..

Strategy 1:

Foster active direct hands on learning that enhances employability - Develop and implement a plan that fosters direct and hands on learning that enhances employability.

Category: Career and College Ready

Research Cited: What Works Clearinghouse. (2009). Helping Students Navigate the Path to College: What High Schools Can Do. IES:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/11>

What Works Clearinghouse. (2008).

Tier: Tier 1

Activity - Exposure to Career Informational Resources in k-12.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Exposure to a variety of age appropriate career informational resources in grades k-5. Including: 1 or more experiences in a field of student interest/aptitude with follow-up/reflection AND Opportunities to discuss career interests, options and preparations with a knowledgeable adult.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	Teachers, Principal
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Activity - Implement career day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Involve parents and community members to share about their career and learn about college and career readiness for their students.	Career Preparation /Orientation , Materials, Parent Involvement, Community Engagement	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title I Part A	Teachers and principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Team Building	Staff will participate in shared experiences designed to promote common understanding and mutual respect. This will also include any materials necessary to implement this activity, including but not limited to technological resources	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	06/22/2018	06/29/2020	\$0	Elva Lynch teaching staff, special education staff, paraprofessionals, office staff, learning coaches and administration
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand and do will be established	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1		08/25/2014	06/29/2020	\$0	General Education and Special Education teachers, Principal, District Learning Coaches
Workshop/Exploration Model	Staff will engage students in critical thinking related to math through use of productive mathematical discussions and problem solving techniques.	Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology	Tier 1		08/25/2014	06/29/2020	\$0	Elva Lynch Elementary teaching staff, Principal

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Professional Development on Feedback	Staff will receive professional development on providing feedback to students based on formative assessments. This is to include lesson study or lab classrooms with a focus on feedback.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Getting Ready	07/02/2018	06/29/2020	\$0	Classroom and Special Education Teachers, District Learning Coaches, Principal
Workshop/Exploration Model	Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice and conclude with sharing or reflection. Lessons include demonstrations and opportunities to practice comprehension strategies. Students will read books at their independent or instructional level with teacher support as needed. Specific emphasis will be placed on navigating and using informational text, as well as crosscurricular reading.	Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Evaluate	07/02/2018	06/26/2020	\$0	Elva Lynch Elementary Teachers, Special Education Teachers, and Principal
Jan Richardson Guided Reading Model/Strategy Groups	Staff will utilize Jan Richardson's Guided Reading model and strategy groups to differentiate during Reading Workshop and intervention. Teachers receive professional development and training on these models and consistency and alignment will exist across grade levels with regard to format, progress monitoring (running records) and planning for future instruction.	Academic Support Program	Tier 2	Monitor	06/29/2018	06/26/2020	\$0	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, District Learning Coaches
Professional Development for Formative Assessment	Staff will be provided with professional development on utilizing formative assessment, modifying instruction, and grading practices.	Teacher Collaboration, Professional Learning, Direct Instruction, Technology	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Learning Coaches, Principal
District Professional Development for Improving Instructional Outcomes	Staff will be provided with 1/2 day professional development to support development of instructional outcomes for unit KUDs throughout the school year.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Learning Coaches, Principal

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Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established.	Teacher Collaboration, Curriculum Development, Direct Instruction, Technology	Tier 1		07/02/2018	06/29/2020	\$0	Principal, learning coaches, special education team, classroom teachers and paraprofessionals
Professional Development for Formative Assessment	Staff will be provided with professional development on utilizing formative assessment, modifying instruction, and grading practices.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Principal, District Learning Coaches
Project Lead the Way Training	Teachers will participate in Project Lead the Way, Lead Launch teacher training. This training will provide staff with updated information pertaining to the Project Lead the Way STEM curriculum. Teachers that are trained as Lead Launch teachers will come back to the building and provide professional development and support to all Elva Lynch staff.	Professional Learning, Technology	Tier 1		06/30/2017	06/26/2020	\$0	Elva Lynch teaching staff, special education staff, learning coaches and administration
Staff Collaboration	Staff will monitor student mathematical progress during weekly collaboration by analyzing formative assessment and district unit assessment data. Staff will meet regularly in grade level teams to discuss student progress and plan instruction accordingly. Students requiring additional assistance and interventions will be identified and lessons adjusted. This will also include and materials necessary to implement this activity including but not limited to technology resources.	Teacher Collaboration	Tier 2	Monitor	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Principal, District Learning Coaches
Weekly Collaboration	Teachers will meet weekly to discuss formative assessments for writing, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration, Technology	Tier 2	Monitor	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Learning Coaches, Principal

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Professional development on Next Generation Science Standards	All staff will participate in professional development related to the implementation of the Next Generation Science Standards. Staff will then participate in instructional rounds, lesson studies or lab classroom professional development with building learning coaches to support this implementation.	Curriculum Development, Professional Learning, Technology	Tier 1	Getting Ready	06/30/2017	06/26/2020	\$0	Elva Lynch staff, special education teachers, learning coaches and administration.
Parent Participation Activities	Parents will be invited to join school staff and students for informal gatherings to increase comfort and partnership between home and school. This will also include any materials and presenters necessary to implement this activity, as well as food to accommodate families for evening events.	Parent Involvement	Tier 1	Getting Ready	06/22/2018	06/29/2020	\$0	Elva Lynch teaching staff, special education staff, paraprofessionals, office staff, learning coaches and administration
Professional Development on Feedback	feedback to students based on formative assessments for higher level and lower level students. This is to include lesson study or lab classrooms with a focus on feedback.	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Principal, District Learning Coaches
Weekly Collaboration	Teachers will meet weekly to discuss formative assessments for math units, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration	Tier 2	Implement	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Principal, District Learning Coaches
Professional Development for Formative Assessment	Staff will be provided with professional development on utilizing formative assessment, modifying instruction, and grading practices.	Professional Learning, Direct Instruction, Technology	Tier 1	Getting Ready	07/02/2018	06/29/2020	\$0	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, District Learning Coaches, Principal

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Professional Development on Feedback	Staff will receive professional development on providing feedback to students based on formative assessments. This is to include lesson study or lab classrooms with a focus on feedback. Staff will also receive professional development on literacy essentials.	Teacher Collaboration, Professional Learning, Direct Instruction, Technology	Tier 1	Getting Ready	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Learning Coaches, Principal
Weekly Collaboration	Staff will monitor student Writing progress during weekly collaboration by analyzing formative assessments and district writing prompts and conferring notes. Staff will meet regularly in grade level teams to discuss student progress and plan instruction accordingly. Students requiring additional assistance and interventions will be identified and lessons adjusted. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Teacher Collaboration	Tier 1		07/02/2018	06/29/2020	\$0	Classroom and Special Education Teachers, Learning Coaches, Principal
District Professional Development for Improving Instructional Outcomes	Staff will be provided with 1/2 day professional development to support development of instructional outcomes for unit KUDs throughout the school year.	Teacher Collaboration, Academic Support Program, Curriculum Development, Direct Instruction, Technology	Tier 1	Implement	07/02/2018	06/29/2020	\$0	All certified staff to include principal, learning coaches, special education team, classroom teachers and paraprofessionals

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Writing Workshop	Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Staff will utilize the Literacy essentials to support writing instruction. Materials needed include student notebooks, mentor texts, and technology. Also professional development for literacy essentials.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction, Technology	Tier 1	Monitor	07/02/2018	06/29/2020	\$0	Principal, learning coaches, special education team, classroom teachers and paraprofessionals.
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Learning Coaches, Principal
Learning Coach Support	Learning Coach will provide support to certified staff with regard to improve Reading instruction. Included in this activity is lab/lesson study facilitation, Data days, coaching utilizing Cognitive Coaching model, and making thinking visible strategies.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	06/29/2018	06/26/2020	\$0	District Learning Coaches, Classroom and Special Education teachers, Principal
RTI/MTSS	Each classroom will have at least 30 minutes a day for intervention time (RTI) for either math or reading. Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed and teachers will provide feedback to these students based on formative assessments and progress monitoring.	Academic Support Program	Tier 3	Monitor	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Principal, District Learning Coaches

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Professional Development on Math Practices	Staff will participate in district professional development to include lab classroom, lesson studies, and collaboration to support development of best practice math strategies.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/25/2014	06/29/2020	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals.
District Professional Development for Improving Instructional Outcomes	Staff will be provided with 1/2 day professional development to support development of instructional outcomes for unit KUDs throughout the school year.	Teacher Collaboration, Academic Support Program, Curriculum Development, Direct Instruction, Technology	Tier 1		08/28/2015	06/29/2020	\$0	Principal, Learning Coaches, Classroom Teachers
RTI/MTSS	Each classroom will have daily for intervention time. Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to implement this activity, including but not limited to technological resources and PD to support quality implementation.	Academic Support Program, Professional Learning, Technology	Tier 3	Implement	06/29/2018	06/26/2020	\$0	All Classroom Teachers, and Principal, Learning Coaches
Learning Coach Support	District Learning Coach will provide support to certified staff with regard to improved math instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies.	Teacher Collaboration, Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	08/25/2014	06/29/2020	\$0	Principal, District Learning Coaches

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Learning Coach Support	Learning Coach will provide support to certified staff with regard to improved Writing instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, literacy essential support, and making thinking visible strategies.	Teacher Collaboration, Professional Learning, Technology	Tier 1		07/02/2018	06/29/2020	\$0	Principal, learning coaches, special education team, classroom teachers and paraprofessionals
RTI/MTSS Tier 2 and 3 Instruction	Teaching staff will work with small group and individual students who have been identified for Tier 2 and Tier 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Teacher Collaboration, Academic Support Program, Technology	Tier 2	Monitor	09/01/2015	06/29/2020	\$0	Principal, Classroom Teachers, Learning Coaches
Data Analysis Days	Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Implement	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Principal, District Learning Coaches
RTI/MTSS	Each classroom will have daily intervention time. Teaching and support staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed and teachers will provide feedback to these students based on formative assessments and progress monitoring. Supplemental materials, technology and PD to support quality implementation will be provided.	Academic Support Program, Technology	Tier 3		07/02/2018	06/29/2020	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals.
Writing With a Purpose Using Evidence	Using digital media, students will learn to read informational text with the intent that they will be able to find evidence to inform on a topic or support an argument. Teachers will work with students on how to find the most important pieces of information in a reading passage and writing a response by utilizing this information. Materials needed include student notebooks, and technology when appropriate.	Academic Support Program, Professional Learning, Technology	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Principal, learning coaches, special education team, classroom teachers, and paraprofessionals.

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Cross-Curriculum Science integration	Staff will continue to implement science and STEM content across multiple areas of the curriculum. Components will include purposeful planning and pacing to aligning NGSS science standards with CCSS ELA standards. Students will be provided opportunities for reading science concepts across the curriculum. Staff will be provided professional development time to collaborate on the alignment and pacing of the NGSS standards. Staff will also be provided professional development in the form of a lesson study or lab classroom to expand teaching knowledge related to the integration of Science across the curriculum. Materials, supplies for activities, and technology as needed.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology	Tier 1	Getting Ready	06/30/2017	06/26/2020	\$0	Elva Lynch teachers, special education staff, learning coaches and administration
Cross Curricular Reading Opportunities	Students will be provided with opportunities for reading across the curriculum to include science and social studies concepts and common core alignment. Particular emphasis will be placed on using digital content and reading with a purpose to find supporting evidence.	Supplemental Materials, Direct Instruction, Technology	Tier 1	Monitor	06/29/2018	06/26/2020	\$0	Teaching Staff and Administration

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Events	Families will be invited to take part in evening events to support the literacy essentials. During these events families will receive information on the importance of spending time reading materials that are at their child's level to support the work going on in all classrooms. Parents will also receive helpful resources for comprehension strategies, home support, and supports being offered to the students in school. Families will be given take-home reading materials, resources, strategies, and information to support students in all tiers from the at-risk to the enrichment. This will also include any materials and presenters necessary to implement this activity, including but not limited to technological resources. Parents will also receive updates on their child's progress. Food may be served to accommodate families for evening events.	Parent Involvement		Implement	06/29/2018	06/26/2020	\$0	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist, and Principal

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RTI/MTSS	Each classroom will have daily intervention time. Teaching and support staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed and teachers will provide feedback to these students based on formative assessments and progress monitoring. Supplemental materials, technology and PD to support quality implementation will be provided.	Academic Support Program, Technology	Tier 3		07/02/2018	06/29/2020	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals.
Jan Richardson Guided Reading Model/Strategy Groups	Staff will utilize Jan Richardson's Guided Reading model and strategy groups to differentiate during Reading Workshop and intervention. Teachers receive professional development and training on these models and consistency and alignment will exist across grade levels with regard to format, progress monitoring (running records) and planning for future instruction.	Academic Support Program	Tier 2	Monitor	06/29/2018	06/26/2020	\$0	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, District Learning Coaches
Weekly Collaboration	Teachers will meet weekly to discuss formative assessments for progress monitoring and analyzing district KUD's,, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration, Technology	Tier 2	Monitor	07/02/2018	06/29/2020	\$0	Learning Coaches, Principal and all certified staff at Elva Lynch Elementary
Data Analysis Days	Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Implement	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Principal, District Learning Coaches
RTI/MTSS	Each classroom will have daily for intervention time. Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to implement this activity, including but not limited to technological resources and PD to support quality implementation.	Academic Support Program, Professional Learning, Technology	Tier 3	Implement	06/29/2018	06/26/2020	\$0	All Classroom Teachers, and Principal, Learning Coaches

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Project Lead the Way Training	Teachers will participate in Project Lead the Way, Lead Launch teacher training. This training will provide staff with updated information pertaining to the Project Lead the Way STEM curriculum. Teachers that are trained as Lead Launch teachers will come back to the building and provide professional development and support to all Elva Lynch staff.	Professional Learning, Technology	Tier 1		06/30/2017	06/26/2020	\$0	Elva Lynch teaching staff, special education staff, learning coaches and administration
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Events	Families will be invited to events to support writing instruction across the curriculum talking part in the general and special education classrooms. During these events families will receive information on the importance of writing across the curriculum and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology			07/02/2018	06/29/2020	\$0	Principal, Learning Coaches, Interventionists, Classroom Teachers

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Enrichment Experiences	Students will have opportunities to participate in extended day enrichment activities to build the bond between students and school providing all students the chance to develop skills and talents. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	Tier 1	Getting Ready	06/22/2018	06/29/2020	\$0	Elva Lynch teaching staff, special education staff, paraprofessionals, learning coaches and administration

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Project Lead the Way Training	Teachers will participate in Project Lead the Way, Lead Launch teacher training. This training will provide staff with updated information pertaining to the Project Lead the Way STEM curriculum. Teachers that are trained as Lead Launch teachers will come back to the building and provide professional development and support to all Elva Lynch staff.	Professional Learning, Technology	Tier 1		06/30/2017	06/26/2020	\$0	Elva Lynch teaching staff, special education staff, learning coaches and administration
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Coach Support	District Learning Coach will provide support to certified staff with regard to improved math instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies.	Teacher Collaboration, Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	08/25/2014	06/29/2020	\$0	Principal, District Learning Coaches
RTI/MTSS	Each classroom will have daily intervention time. Teaching and support staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed and teachers will provide feedback to these students based on formative assessments and progress monitoring. Supplemental materials, technology and PD to support quality implementation will be provided.	Academic Support Program, Technology	Tier 3		07/02/2018	06/29/2020	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals.
Implement career day	Involve parents and community members to share about their career and learn about college and career readiness for their students.	Career Preparation /Orientation, Materials, Parent Involvement, Community Engagement	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Teachers and principal

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Learning Coach Support	Learning Coach will provide support to certified staff with regard to improve Reading instruction. Included in this activity is lab/lesson study facilitation, Data days, coaching utilizing Cognitive Coaching model, and making thinking visible strategies.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	06/29/2018	06/26/2020	\$0	District Learning Coaches, Classroom and Special Education teachers, Principal
Cross Curricular Reading Opportunities	Students will be provided with opportunities for reading across the curriculum to include science and social studies concepts and common core alignment. Particular emphasis will be placed on using digital content and reading with a purpose to find supporting evidence.	Supplemental Materials, Direct Instruction, Technology	Tier 1	Monitor	06/29/2018	06/26/2020	\$0	Teaching Staff and Administration
Data Analysis Days	Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Academic Support Program, Technology	Tier 1	Monitor	07/02/2018	06/29/2020	\$0	Elva Lynch Elementary Teachers, Special Education Teachers, Learning Coaches and Principal
Jan Richardson Guided Reading Model/Strategy Groups	Staff will utilize Jan Richardson's Guided Reading model and strategy groups to differentiate during Reading Workshop and intervention. Teachers receive professional development and training on these models and consistency and alignment will exist across grade levels with regard to format, progress monitoring (running records) and planning for future instruction.	Academic Support Program	Tier 2	Monitor	06/29/2018	06/26/2020	\$0	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, District Learning Coaches
Learning Coach Support	Learning Coach will provide support to certified staff with regard to improved Writing instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, literacy essential support, and making thinking visible strategies.	Teacher Collaboration, Professional Learning, Technology	Tier 1		07/02/2018	06/29/2020	\$0	Principal, learning coaches, special education team, classroom teachers and paraprofessionals

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Writing With a Purpose Using Evidence	Using digital media, students will learn to read informational text with the intent that they will be able to find evidence to inform on a topic or support an argument. Teachers will work with students on how to find the most important pieces of information in a reading passage and writing a response by utilizing this information. Materials needed include student notebooks, and technology when appropriate.	Academic Support Program, Professional Learning, Technology	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Principal, learning coaches, special education team, classroom teachers, and paraprofessionals.
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established.	Teacher Collaboration, Curriculum Development, Direct Instruction, Technology	Tier 1		07/02/2018	06/29/2020	\$0	Principal, learning coaches, special education team, classroom teachers and paraprofessionals
Family Events	Families will be invited to take part in evening events to support the literacy essentials. During these events families will receive information on the importance of spending time reading materials that are at their child's level to support the work going on in all classrooms. Parents will also receive helpful resources for comprehension strategies, home support, and supports being offered to the students in school. Families will be given take-home reading materials, resources, strategies, and information to support students in all tiers from the at-risk to the enrichment. This will also include any materials and presenters necessary to implement this activity, including but not limited to technological resources. Parents will also receive updates on their child's progress. Food may be served to accommodate families for evening events.	Parent Involvement		Implement	06/29/2018	06/26/2020	\$0	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist, and Principal
Workshop/Exploration Model	Staff will engage students in critical thinking related to math through use of productive mathematical discussions and problem solving techniques.	Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Technology	Tier 1		08/25/2014	06/29/2020	\$0	Elva Lynch Elementary teaching staff, Principal

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Cross-Curriculum Science integration	Staff will continue to implement science and STEM content across multiple areas of the curriculum. Components will include purposeful planning and pacing to aligning NGSS science standards with CCSS ELA standards. Students will be provided opportunities for reading science concepts across the curriculum. Staff will be provided professional development time to collaborate on the alignment and pacing of the NGSS standards. Staff will also be provided professional development in the form of a lesson study or lab classroom to expand teaching knowledge related to the integration of Science across the curriculum. Materials, supplies for activities, and technology as needed.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology	Tier 1	Getting Ready	06/30/2017	06/26/2020	\$0	Elva Lynch teachers, special education staff, learning coaches and administration
RTI/MTSS	Each classroom will have daily for intervention time. Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to implement this activity, including but not limited to technological resources and PD to support quality implementation.	Academic Support Program, Professional Learning, Technology	Tier 3	Implement	06/29/2018	06/26/2020	\$0	All Classroom Teachers, and Principal, Learning Coaches
Professional Development for Formative Assessment	Staff will be provided with professional development on utilizing formative assessment, modifying instruction, and grading practices.	Professional Learning, Direct Instruction, Technology	Tier 1	Getting Ready	07/02/2018	06/29/2020	\$0	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, District Learning Coaches, Principal
RTI/MTSS	Each classroom will have at least 30 minutes a day for intervention time (RTI) for either math or reading. Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed and teachers will provide feedback to these students based on formative assessments and progress monitoring.	Academic Support Program	Tier 3	Monitor	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Principal, District Learning Coaches

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RTI/MTSS Tier 2 and 3 Instruction	Teaching staff will work with small group and individual students who have been identified for Tier 2 and Tier 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Teacher Collaboration, Academic Support Program, Technology	Tier 2	Monitor	09/01/2015	06/29/2020	\$0	Principal, Classroom Teachers, Learning Coaches
Parent Participation Activities	Parents will be invited to join school staff and students for informal gatherings to increase comfort and partnership between home and school. This will also include any materials and presenters necessary to implement this activity, as well as food to accommodate families for evening events.	Parent Involvement	Tier 1	Getting Ready	06/22/2018	06/29/2020	\$0	Elva Lynch teaching staff, special education staff, paraprofessionals, office staff, learning coaches and administration
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand and do will be established	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1		08/25/2014	06/29/2020	\$0	General Education and Special Education teachers, Principal, District Learning Coaches
Family Events	Families will take part in evening events to support problem solving, mental math and computation strategies that align with classroom instruction. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment. Families will also receive supplementary supplies to support strategies and interventions. During this event families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions. Dinner will also be provided. This will also include any materials necessary to implement this activity, including but not limited to technological resources, to include take home books/ games, materials, meals and after school activities hosted by the building to work with Title I eligible students.	Parent Involvement, Technology	Tier 1	Implement	08/25/2014	06/29/2020	\$0	Classroom Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist, and Principal

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Super Summer Success	Students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity.	Parent Involvement			06/06/2014	06/29/2020	\$0	Learning Coaches, Interventionists, Principal, and Participating Classroom Teachers
Reading Recovery	Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers when applicable will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program, Technology	Tier 1	Monitor	07/02/2018	06/29/2020	\$0	Teaching Staff and Administration Reading Recovery Teacher, if available
Family Events	Families will be invited to events to support writing instruction across the curriculum talking part in the general and special education classrooms. During these events families will receive information on the importance of writing across the curriculum and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology			07/02/2018	06/29/2020	\$0	Principal, Learning Coaches, Interventionists, Classroom Teachers
Workshop/Exploration Model	Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice and conclude with sharing or reflection. Lessons include demonstrations and opportunities to practice comprehension strategies. Students will read books at their independent or instructional level with teacher support as needed. Specific emphasis will be placed on navigating and using informational text, as well as crosscurricular reading.	Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Evaluate	07/02/2018	06/26/2020	\$0	Elva Lynch Elementary Teachers, Special Education Teachers, and Principal

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Professional Development for Formative Assessment	Staff will be provided with professional development on utilizing formative assessment, modifying instruction, and grading practices.	Teacher Collaboration, Professional Learning, Direct Instruction, Technology	Tier 1	Implement	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Learning Coaches, Principal
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Enrichment Experiences	Students will have opportunities to participate in extended day enrichment activities to build the bond between students and school providing all students the chance to develop skills and talents. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	Tier 1	Getting Ready	06/22/2018	06/29/2020	\$0	Elva Lynch teaching staff, special education staff, paraprofessionals, learning coaches and administration
Weekly Collaboration	Staff will monitor student Writing progress during weekly collaboration by analyzing formative assessments and district writing prompts and conferring notes. Staff will meet regularly in grade level teams to discuss student progress and plan instruction accordingly. Students requiring additional assistance and interventions will be identified and lessons adjusted. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Teacher Collaboration	Tier 1		07/02/2018	06/29/2020	\$0	Classroom and Special Education Teachers, Learning Coaches, Principal
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established.	Teacher Collaboration, Curriculum Development, Direct Instruction, Technology	Tier 1		07/02/2018	06/29/2020	\$0	Principal, learning coaches, special education team, classroom teachers and paraprofessionals

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Weekly Collaboration	Teachers will meet weekly to discuss formative assessments for math units, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration	Tier 2	Implement	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Principal, District Learning Coaches
Weekly Collaboration	Teachers will meet weekly to discuss formative assessments for progress monitoring and analyzing district KUD's,, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration, Technology	Tier 2	Monitor	07/02/2018	06/29/2020	\$0	Learning Coaches, Principal and all certified staff at Elva Lynch Elementary
Exposure to Career Informational Resources in k-12.	Exposure to a variety of age appropriate career informational resources in grades k-5. Including: 1 or more experiences in a field of student interest/aptitude with follow-up/reflection AND Opportunities to discuss career interests, options and preparations with a knowledgeable adult.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Teachers, Principal
Staff Collaboration	Staff will monitor student mathematical progress during weekly collaboration by analyzing formative assessment and district unit assessment data. Staff will meet regularly in grade level teams to discuss student progress and plan instruction accordingly Students requiring additional assistance and interventions will be identified and lessons adjusted. This will also include and materials necessary to implement this activity including but not limited to technology resources.	Teacher Collaboration	Tier 2	Monitor	07/02/2018	06/29/2020	\$0	Classroom and Special Education teachers, Principal, District Learning Coaches

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Writing Workshop	Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Staff will utilize the Literacy essentials to support writing instruction. Materials needed include student notebooks, mentor texts, and technology. Also professional development for literacy essentials.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction, Technology	Tier 1	Monitor	07/02/2018	06/29/2020	\$0	Principal, learning coaches, special education team, classroom teachers and paraprofessionals.
Data Analysis Days	Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Academic Support Program, Technology	Tier 1	Monitor	07/02/2018	06/29/2020	\$0	Elva Lynch Elementary Teachers, Special Education Teachers, Learning Coaches and Principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Coach Support	Learning Coach will provide support to certified staff with regard to improve Reading instruction. Included in this activity is lab/lesson study facilitation, Data days, coaching utilizing Cognitive Coaching model, and making thinking visible strategies.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	06/29/2018	06/26/2020	\$0	District Learning Coaches, Classroom and Special Education teachers, Principal

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Learning Coach Support	District Learning Coach will provide support to certified staff with regard to improved math instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies.	Teacher Collaboration, Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	08/25/2014	06/29/2020	\$0	Principal, District Learning Coaches
Learning Coach Support	Learning Coach will provide support to certified staff with regard to improved Writing instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, literacy essential support, and making thinking visible strategies.	Teacher Collaboration, Professional Learning, Technology	Tier 1		07/02/2018	06/29/2020	\$0	Principal, learning coaches, special education team, classroom teachers and paraprofessionals