School Improvement Plan

Raisinville School

Monroe Public Schools

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Raisinville School Improvement Plan

Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools.   As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Raisinville School conducted a Comprehensive Needs Assessment by disaggregating information from the following sources; Assist perceptional survey data analysis, SPR 40 indicators, annual demographic information disaggregation and 3 year school /student achievement assessment data. Given the current status of Mstep results and a shift in norming, the test and its administration, Raisinville will reply heavily on district pre and post data in all subject areas. However, the Mstep results will also be added to the list of assessments, understanding that the test has changed every year for the last three. Raisinville's School's Comprehension Needs Assessment was conducted during Professional Learning
Community meetings, School Improvement meetings and steering team meetings. In addition student demographics and achievement data was disaggregated and analyzed by all staff members

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

As a result of the Comprehensive Needs Assessment, Raisinville School has established goals and objectives directly related to the improvement and achievement for our subgroup populations within the school with the intent to close the academic achievement gaps in the four core content areas .The district has supported Raisinville's academic needs by hiring two interventionists for math and reading, one professional development substitute teacher to support the plan, teach, debrief model and one positive engagement liaison.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

The conclusions drawn from the results of our Comprehensive Needs Assessment are as follows;
1.) Students in our identified subgroups need instruction designed to meet their individual academic goals. These needs are met on a daily basis during the workshop model approach and during intervention and enrichment time.
2.) On-going Professional Development is needed for all staff and will be offered throughout the school year and summer months. There will be a focus on math in the workshop model and professional development for the International Baccalaureate process.
3.) Job-embedded professional development structures such as Professional Learning Communities and content coaching provided by School Improvement Coaches and lead teachers following a "Plan, Teach and Debrief" model will be in practice. In an organic manner, Raisinville is moving to a fully integrated co-teaching model. One quarter of the staff is teaching in this model with fidelity. The other staff members are working towards making this a regular approach.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

After analyzing our data, we concluded that many of the instructional designs implemented at Raisinville School have made a positive impact on student achievement; however, they have not closed the achievements gaps for all Raisinville School subgroups. Raisinville School's school improvement steering committee will continue school assessment data at the trimester benchmark calendar dates.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Raisinville School's school Improvement plan's focus on moving all students to reach and exceed the state standards include the following strategies:

1.) Teacher implementation of district mandated curriculum with fidelity.

2.) Teachers will utilize district curriculum materials to promote student achievement.

3.) Teachers will follow district pacing calendar in order to address all areas of the curriculum.

4.) The workshop model will be implemented to maximize student learning and engagement.

5.) Various strategies such as: co-teaching and planning, Plan-Teach -Debrief model, Accountable Talk, internet resources, Extended Day opportunities, summer learning academy program, Intervention/Enrichment daily instructional time, looping and professional learning opportunities, parent engagement activities and student data collecting.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Raisinville School Improvement Plan's focuses on moving all students to reach and exceed the state standards include the following strategies: Lucy Calkins materials for reading and writing, Workshop Model used in language arts and math, Fosnot Units used in math instruction, the integration of technology across the core curriculum. In addition, students may receive targeted intervention through LLI, math targeted intervention, and extended day opportunities.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

The research based reform strategy in the school-wide plan that aligns with the findings of the needs assessment is the professional development of teachers in the areas of differentiated instruction for all content areas, inquiry based learning with an emphasis on International Baccalaureate professional development, writing and using technology across the curriculum and increasing parent involvement in the core curriculum areas. All Raisinville School community members will be working on goal setting and data collecting throughout the school year. ,

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

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3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

The teachers, school improvement coach and principal examine data and create 12 week extended day learning/intervention opportunities in reading and math for struggling students. These sessions are one hour long, four days a week. We also offer a small group LLI reading intervention experience for three students at a time to be taught by a certified teacher. These groups are taught during their Intervention and Enrichment block on their master schedule, as well as during the extended day times. Finally, we have a certified teacher who co-teaches during intervention during the intervention and enrichment block of the day. As a result of the early literacy grant, Raisinville teachers grades Y5-5 were able to offer extended day for 31 students who were given intervention by their classroom teachers for a 6-8 week period.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Our special education teachers uses a push-in model and they co-teach with general education teachers. We also have a math interventionist teacher who also uses the push-in model to work with students during enrichment and intervention. Finally, our speech therapist uses the push-in/coteaching model to work with students in early literacy.

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Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

MPS has a District ELL coordinator who works with teachers and students with limited English Proficiency. There is a collaborative effort to connect with students and parents to close the language gap. The coordinator works with teachers, offering technology tools and materials to assist in student learning. Translated documents are also made available. This year, the district provided a second language liaison to assist a student who just arrived from Yemen. His language acquisition has improved tremendously.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Raisinville School connects with pre-school aged children through the following activities; Open House, Kindergarten Round up, crosscurriculum
transitional professional development activities and partnerships with classroom buddies programs. This year, there will be an
early kindergarten start for a three day period in the last two weeks of August whereby kindergarten students will be the only students in the
building. Teachers will be able to do some pre-testing. This approach will also help preschool students coming into kindergarten with
separation anxiety, new routines, and the acclimation of school procedures

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Raisinivlle School's instructional assistants meet all Highly Qualified NCLB requirements. On-going records are maintained in our district Personnel Office as assurances. One hundred percent of our paraprofessional staff have either passed the Work Keys Examination or have an Associate's Degree. Current records are accessible to all administrators electronically	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All Raisinville School's instructional staff meet the NCLB requirements for highly qualified status.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

The 2017-2018 instructional staff at Raisinville School has received professional development aligned with the comprehensive needs assessment and goals in the following professional development areas:

1.) Coaching consultation and training by Lucy West Content Coaching, Accountable talk and the use of discourse in the classroom, "PlanTeach-Debrief" model training for content coaches and administration; Dan Newby Ontological coaching for administration and coaches

2.) School Improvement content coaches: 25 of 25 certified staff members received direct coaching.

3.) Local, state and national conferences: Monroe Public School's Summer Technology Institute, , Lucy West- content coaching, Dan Newby-ontological coaching, professional development for all teachers - Making the PYP Happen, 504 training, local leadership training, Mstep training, MTSS training, MACUL, 3/4 of the staff visited an International Baccalaureate School, 7 members of the staff visited an International Baccalaureate Center for Inquiry School, 6 staff members attended the MiGoogle conference and training on chromebooks.

4.) PLC sessions; All certified staff attended 6 sessions of building professional learning communities, school-wide book study that include such researches as Stephanie Harvey & Anne Goudvis and Jerome Harste, along with International Baccalaureate supportive documents.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Raisinville School has a Title I Parent Involvement plan that addresses how the school carries out the required activities of the ESEA Section 1118(c) through (F). This policy is distributed to our parents in their native language annually. The Student Service Provider and the Positive School Climate Liaison will work with parents and teachers to bridge the communication between all stake-holders.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	There will be half days for School Improvement on August 30, August 31, September 20, October 11, October 25 November 22, December 6, December 21 January 24, March 2, March 14, April 10, and May 16. There will be two dates for PLC work and once a month International Baccalaureate work meeting days.The agendas are being developed this summer.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parent engagement is encouraged throughout the school year and parent input is valued at school improvement meetings, PTO meetings, Family Fun Nights, Coffee Clutch meetings, lending Ipad library and Parent Engagement activities with our Parent Engagement Liaison. All input is included in the design of the school
improvement plan.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Raisinville School strives to keep parent engagement as a priority through the following ways:
-parents are asked to sign and comment on student reading journals, student planners, student learning profiles, etc;
-parent/teacher/student-led conferences are held to encourage parent engagement throughout the year;
-meeting and planning for student IEP goals and objectives;
-weekly and monthly classroom newsletters contain helpful strategies for parents and families to support student learning and curriculum goals

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	The staff received feedback during the Parent Engagement Dinner, coffee clutches, and pto meetings regarding the plan	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Raisinville School carries out the activities through the following calendar of events:
-monthly PTO meetings
-bi-monthly school improvement team meetings
-parent/teacher/student-led conferences
-classroom volunteers
-family involvement policy
-parent engagement dinner
- coffee clutches
-WRAZ news
-Raisinville Facebook page
- Raisinville Roadrunners Blog

5. Describe how the parent involvement activities are evaluated.

The feedback from the parent engagement dinner, coffee clutches, and PTO meetings will be evaluated and all suggestions will be considered. The office has

an open-door policy and welcomes open communication and constructive feedback from all stakeholders.

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

The Raisinville School-Parent Compact was developed by a group of parents and staff, following a review of the surveys

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	School Parent Compact	

8. How does the school provide individual student academic assessment results in a language parents can understand?

Raisinville School offers a variety of resources for parents including the following:

-Online translations

-Translator at conferences, parent engagement dinner, and IEPs

-Progress report in native language

-Teacher comments in native language

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Raisinville School has a Title I Parent Involvement plan that addresses how the school carries out the required activities of the ESEA Section 1118(c) through (F). This policy is distributed to our parents in their native language annually. The Student Service Provider and the Positive School Climate Liaison will work with parents and teachers to bridge the communication between all stake-holders.	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The Raisinville school compact will be housed in each classroom. These compacts require a signature from all parties to support the commitment needed from everyone. The language of the compact will be reviewed for students by teachers on a regular basis.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

The district programs are coordinated to support the school wide goals and the needs of our eligible students as follows;

1.) 31a programs (Positive School Climate Liaison, Student Service Provider, SIP coaches)

2.) Students in transition receive the following supports - special transportation to home school, teacher assistant support for targeted instruction, backpack program to assist with school supplies, fuel assistance for bus or taxi and private transportation to attend school and extra curricular activities, clothing assistance if necessary for items such as gym shoes, increment weather articles.

3.)Title II and III - tours, extended day, materials, summer learning academy, Instruction assistant support

4.) ESL service (general funds and Title III)

5.) School nurse (general funds)

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Through District coordination and funding, many programs are provided to Raisinville Elementary: such as DARE and the HOTS Program. The District has provided bully programs and evaluates its' success with the use of the PBIS Lightning behavior program. There is also a nutrition program through the food service provider, Sodexo. The YMCA provided an after school fitness and nutrition program. There is coordination with local shelters such as the Salvation Army and Sunrise House. Raisinville implemented a World Cup activity that consisted of a soccer tournament for grades 4-6. Many of the students are also involved in community education classes and intramural programs

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Student progress is reviewed daily using formative data collection in all areas. Summative data is collected in pre and post test assessments for all content areas including encore/extra-curricular areas. Data is reviewed and drives further instruction and needed intervention.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Through the information pulled from the data throughout the school year, the staff will be able to determine whether the School Improvement Plan is working. If the Plan is not working teachers will discuss the adjustments that are needed during PLC meetings. Data will be the factor that
determined where the change will take place.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Raisinville School's school Improvement plan's focus on moving all students to reach and exceed the state standards include the following strategies:
1.) Teacher implementation of district mandated curriculum with fidelity.
2.) Teachers will utilize district curriculum materials to promote student achievement.
3.) Teachers will follow district pacing calendar in order to address all areas of the curriculum.
4.) The workshop model will be implemented to maximizes student learning and engagement.
5.) Various strategies such as: co-teaching and planning, Plan-Teach -Debrief model, Accountable Talk, internet resources, Extended Day opportunities, Summer learning academy, Intervention/Enrichment daily instructional time, looping and professional learning opportunities, parent engagement activities and student data collecting , professional development for targeted intervention and International Baccalaureate program delivery.
6.) Teachers will utilize progress monitoring tools, students will be identified through the SAT process and receive targeted instruction and /or extended day classes

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

By using the data management system of Schoolzilla the Raisinville School staff are able to disaggregate data from the M-Step and other district pre and post assessments given throughout the trimesters. Monroe Public School teachers are required to submit and enter the district assessment results for each of their students in every curriculum area into the Schoolzilla online data system. Professional development has been given at the district level to train teachers how to use this program along with the benchmarking system to interpret the needs of their students. Raisinville School improvement steering committee will
meet regularly to look at the data entered into Schoolzilla and to evaluate the current plan for each student.

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

Through the consistent use of the Professional Learning Communities and grade level common planning sessions held throughout the year, Raisinville School teachers will meet to collaborate, analyze and evaluate the student data in order to identify the needs of the students in accordance with the School Improvement Plan's goals and objectives

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

By looking at the data pulled from Schoolzilla and from teacher notes and progress monitoring information, the school will determine whether or not the School Improvement Plan is working for the students. Also, by identifying those areas where there is consistent lack of growth, the school can identify the need to change the plan.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Through the information pulled from the data throughout the school year, the staff will be able to determine whether the School Improvement Plan is working. If the Plan is not working, teachers will discuss the adjustments that are needed at PLC meetings or at the School Improvement meetings. Data will be the factor that determined where that determines when change will take place.

Raisinville School Improvement Plan

Overview

Plan Name

Raisinville School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will show significant growth/improvement in English Language Arts skills, including reading comprehension and writing, at all levels.	Objectives: 1 Strategies: 5 Activities: 28	Academic	$372263
2	All students at Raisinville Elementary will show growth/improvement in math skills.	Objectives: 1 Strategies: 5 Activities: 21	Academic	$10000
3	All students will show significant growth in science skills at all levels.	Objectives: 1 Strategies: 4 Activities: 18	Academic	$0
4	All Students will show significant growth/improvement in social studies skills at all levels.	Objectives: 1 Strategies: 4 Activities: 20	Academic	$0

Goal 1: All students will show significant growth/improvement in English Language Arts skills, including reading comprehension and writing, at all levels.

Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in the areas of reading and writing in English Language Arts by 06/10/2014 as measured by MEAP data, District Common Assessments, Fountas and Pinnell Benchmarking and LLI; Sulzby,.

Strategy 1:

Differentiated Insruction - Staff including teachers and instructional assistants (all of whom are highly qualified per

NCLB) will research best practices around reading and writing instruction that focuses on Readers'

Workshop and Writers' Workshop (school-wide reform strategies), differentiated instruction for targeted groups--

especially special education students and economically disadvantaged students, school

improvement coaching,collaboration between teachers with co-taught classes with the

special education teacher and the general education teacher working together in the class at

the same time, sharing strategies, and data analysis.

Category:

Research Cited: *The Cafe Book (G. Boushey & J. Moser)

*The Comprehension Toolkit (A. Goudvis and S. Harvey)

*Best Practice: Today's Standards for Teaching and Learning in America's Schools. (H. Daniels and A

Zemelman)

*Strategies that Work

(A. Goudvis and S. Harvey)

*RTI from All Sides (M. Howard)

*Lucy Calkins Curricular Plan for Writing

Tier:

Activity - Creation of Individual Classroom Assessment Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers will be responisble for the creation of the assessment walls. All teachers, support staff including the special education teachers, school improvement coaches and the principal will utilize these walls to assist in the necessary differentiated instruction.	Direct Instruction			09/03/2013	06/10/2015	$0	No Funding Required	Classroom teachers, Special Education Teachers, School Improvement Coaches, Principal

Activity - Differentiated Instruction with Readers' and Writers' Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess students' reading abilities and conference with them, meeting their needs whether it be in an at risk situation, a situation of meeting grade level expectation or a situation where students need to be challeneged. Regular conference notes and benchmarking will occur to best meet the needs of all students.	Direct Instruction			09/03/2013	06/10/2015	$1500	General Fund	School Improvement coaches, teachers, support staff including the special education teachers,and the principal.

Activity - Activity: Early Intervention Focus in Grades K-3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SAT Team will ensure that struggling readers will have intense one on one or small group reading intervention.	Academic Support Program			09/03/2013	06/10/2014	$0	General Fund	Teacher, Special Education Teacher, 31A aides,Speech Pathologist, SICoaches and the Principal.

Activity - Monthly Professional Development for Cross-Curricular Instruction (PLC and Encore Meetings)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in lower and upper elementary groups with the assistance and guidance of MPS SI Coaches and the principal to discuss best practices.	Professional Learning			09/03/2013	06/10/2015	$3600	General Fund	Teachers,SI Coaches, Principal

Activity - School Improvement Coach Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Coach and the princpal will work with teachers to ensure that they are integrating the Workhop model on a daily basis and ensuring appropriate implementation of the Intervention and Enrichment block for the needs of students. The coach and princpal will work with teachers to ensure appropriate data collection measures. A best practice move of plan, teach, debrief will be the impetus for the coaching model.	Professional Learning			09/03/2013	06/10/2015	$160000	Title II Part A, Section 31a, Title II Part A	Teachers, the School Improvment Coach and the adminsitrator will be responsible for the review of monthly discussion of this activity

Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended day opportunities will target instruction for math and reading for students who are not meeting grade level proficiency.	Academic Support Program			09/03/2013	06/10/2015	$4000	Title I Part A	This activity will be implemented by building school improvement teams, building administrator, SI Coaches, individual teachers, and auxilary staff with support of district level leadership as well as parent leaders.

Activity - Fountas and Pinnell Benchmarking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be assessed four times a year with the Fountas and Pinnell Benchmarking system.	Academic Support Program			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Curriculum Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Curriculum Coach	Academic Support Program			09/04/2012	06/11/2013	$78779	Title II Part A	Kim Burkey and all other staff at Raisinville Elementary

Activity - Curriculum Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Coach	Academic Support Program			09/04/2012	06/11/2013	$26262	Section 31a	Kim Burkey and Raisinville Staff

Strategy 2:

Increase parental involvement - Raisinville staff will increase parental involvement for the purpose of improving

student achievement. This will enable parents to feel part of the learning community, be

knowlegable about school curriculum and goals, and interact with students and staff about

learning. (Materials may need to be supplied to parents to assist them with helping their

children at home and to participate in various school related activities that promote their

understanding of how best to support their child's learning.) Parents will be invited to classrooms to share in

student learning.

Category:

Research Cited: Current research on parental involvement in education such as DuFour's book Professional Learning

Communities At Work were utilized. Also the resource School, Family and Community Partnerships by

Joyce Epstein was utilized.

Tier:

Activity - In school and after school parent involvement activities and communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Raisiniville will increase the number of parents participating on school improvement teams, during activity nights, and in all school activities. The Honeywell system will be utilized further to provide school-to-home communication. Opportunities for two-way communication between parents and schools will be increased by utilization of school and district websites and e-mail systems. There is also an expectation for each school to reach out to the broader community to enable parents to be active partners in student learning. | Parent Involvement | | | 09/03/2013 | 06/10/2015 | $1729 | Title I Part A | This activity will be implemented by building school improvement teams, building administrator, SI Coaches, individual teachers, and auxilary staff with support of district level leadership as well as parent leaders. |

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville staff will use a variety of tools to facilitate parent communication. Among these tools are teacher newsletters, Honeywell announcements, PTO communications, Raisinville School website, Raisinville Facebook page	Communication			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal, PTO

Strategy 3:

Effective Use of Available Technology - Instructional staff will use technology available from the district through supplemental resources more effectively and consistently. Staff will also be encouraged to explore ways to integrate new technologies into their instructional plans and actitivities keeping in mind appropriateness and safety of various technology resources. Teachers will also be encouraged to use technology to differentiate and accomodate for different student needs. (Additional technology related materials may need to be provided to meet specific needs and additional professional development may be required.

Category:

Research Cited: Current research related to use of technology in the classroom. References utilized include integrating differentiated instruction by design by Carol and Tomlinson and the Computer Lab Teacher Survivor Guide, by Holly Poteete. CC Digital Pensieve

Tier:

Activity - Digital Pensieve for Student Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This digital conferencing tool will be used to progress monitor student's reading and writitng progress and academic growth. Teachers can set goals and deadlines, create appointments and create groups based on student needs.	Technology			09/03/2013	06/10/2015	$1000	General Fund	Teachers, Special Education Teachers and Principal

Activity - Use of Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a variety of online resources to further their ELA studies, such as Bookflix, ABC Starfall, Culturegrams and Edmodo.	Implementation			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Mobile Devices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mobile devices and appropriate math applications will be used for supplementary support at Raisinville.	Technology			09/03/2013	06/10/2015	$5000	Other	Teachers, SI Coach, Principal

Strategy 4:

Professional Development for Targeted Instruction - Ongoing, job-embedded professional development will be provided to all instructional staff with a focus on the use of data to improve student achievement in ELA for all students including subgroup populations. Data would include evidence of student achievement trends for individual students and groups of students, demographic data, and data related to specific background and cultural aspects of specific subgroup populations. Professional staff, with the assistance of coaches and other teacher leaders, will implement routinely scheduled tasks that monitor individual student progress and enable the creation of action plans that foster the growth of student centered classrooms. The plan, teach, debrief process will be emphasized with a focus on best practices and a constructivist approach to learning. (Implementation of this strategy will utilize content area coaches with expertise in this content area, professional book study, conference attendance and necessary substitutes.)

Category:

Research Cited: Redefining Staff Development: A Collaborative Model for Teachers and Administrators (Laura Robb) Pathways: Charting a Course for Professional Learners (Marjorie Larner) Learning Along the Way: Professional Development by and for Teachers (Diane Sweeney) Whole-Faculty Study Groups: A Powerful Way to Change Schools and Enhance Learning (Charlene Murphy) Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (Richard Dufour)

Tier:

Activity - Level Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LLI is a leveled reading support program that includes word study and writing components. It is direct instruction delivered by a teacher. Students participate in small group work for 30 minutes at a time, 3-5 times per week.	Academic Support Program			09/03/2013	06/10/2015	$400	General Fund	Teachers, SI Coach, Principal

Activity - Leveled Literacy Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote leveled classroom libraries.	Implementation			09/03/2013	06/10/2015	$8793	Title I Part A, General Fund	Teachers, SI Coach, Principal

Activity - Summer Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold six week summer learning academy for grades K-8 that provides targeted interventions for at-risk students as well as opportunities for engaged learning throught interest grouping and project based learning. ELL support will be included.	Academic Support Program			06/17/2013	07/31/2013	$0	No Funding Required	Teachers, SI Coach, Principals

Activity - Teacher-Led PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will promote teacher-led professional development in the area of ELA, particularly for targeted instruction and intervention.	Professional Learning			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Coaching Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Coach works with teacher leaders in a Plan/Teach/Debrief cycle. During the planning phase, the coach and teacher co-plan a lesson. They co-teach the lesson, and then they meet afterwards to debrief the lesson and to set student and teacher goals.	Professional Learning			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - RTI Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI model will be utilized for targeted intervention at all levels.	Academic Support Program			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Looping and Multi-Year Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Minimize transitions for students by increasing multi-year work with students through looping and multi-age classrooms.	Policy and Process			09/03/2013	06/10/2015	$0	No Funding Required	Central and Building Administration

Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a limited number of instructional assistants for supplemental support in ELA when appropriate.	Academic Support Program			09/03/2013	06/10/2015	$79000	Section 31a, Title I Part A	Teachers, Assistants, Principal

Activity - Mobile Device Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize mobile devices for classroom ELA progress monitoring, collaborative lesson planning, and inquiry based learning.	Technology			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Accountable Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foster an environment for accountable talk and active listening to develop classroom discourse.	Communication			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Strategy 5:

Positive School Climate - Each building will promote of a positive school climate where students and staff are accepting of cultural and individual differences and valueunderstanding of these differences as an important part of the learning process.

Category:

Research Cited: The work being done in the area is based on research of Dr. Marcia McEvoy, in particular her article Anitsocial Behavior, Academic Failure and School Climate: A Critical Review Journal of Emotional and Behavioral Disorders. Dr. McEvoy has also worked in the district training teachers and students in this area.

Tier:

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Behavior Support will continue to be implemented. Positive student behaviors will be targeted, while focusing on a clear matrix of behavior expectations.	Behavioral Support Program			09/03/2013	06/10/2015	$100	General Fund	Teachers, SI Coach, Principal, PBIS Team

Activity - Anti-Bullying Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will continue with anti-bullying initiatives that support the district policy on anti-bullying and perpetuate a climate of tolerance and support.	Behavioral Support Program			09/03/2013	06/10/2015	$100	General Fund	Teachers, SI Coach, Principal

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will utilize cross grade mentoring and buddy programs at all levels. Teachers will also initiate a silent mentor program for identified students.	Behavioral Support Program			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will continue to promote a culture of learning through professional learning communities at all levels. Raisinville will study a mentor text focused on the socio-economic gap that is evident in our data.	Professional Learning			09/03/2013	06/10/2015	$2000	General Fund	Teachers, SI Coach, Principal

Goal 2: All students at Raisinville Elementary will show growth/improvement in math skills.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 the area of math in Mathematics by 06/10/2014 as measured by MEAP data and District-wide assessments.

Strategy 1:

Differentiated Instruction with Math Workshop - Teachers will continue to use the workshop model. Students will have hands-on opportunities in group settings to discover problem solving activities. Teachers will place students in groups based on individual needs so they can give small group instruction and support.

Instructional staff will use technology available from the district and supplemental resources more effectively and consistently.

Category:

Research Cited: Hyde, A Comprehending Math: Adapting Reading Strategies to Teach Mathematics

Goudvis, A & Harvey, S. Strategies that Work

Daniels, H, Hyde, A, Zemelman, S. Best Practice: Today's Standards for Teaching and Learning in America's Schools.

Boushey, G. & Mosher J. The Cafe Book

Fosnot, Catherine Twomey. Context for Learning Mathematics

Tier:

School Improvement Plan

Raisinville School

Activity - Cross Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will work together to target students who are struggling in the areas of problem solving and inferencing. The students will be placed into intervention groups with the grade level teacher focusing on specific areas of weakness. Teachers will continue to monitor ongoing progress. Teachers will communicate with MPS SI coaches to discuss best practices. Instructional staff will use technology available from the district, and will utilize supplemental resources more effectively and consistently. Furthermore, training for Dreambox will be executed.	Professional Learning			09/03/2013	06/10/2015	$5000	General Fund	Teachers, Principal, SI Coach

Activity - IE Student Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped during IE times to best serve their needs and individualize instruction.	Professional Learning			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Intervention and Enrichment for Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will work together to target students who are struggling in the areas of problem solving and inferencing. The students will be placed into intervention groups with the grade level teacher focusing on specific areas of weakness. Teachers will reconvene to monitor ongoing progress. Teachers will communicate with MPS SI coaches to discuss best practices.	Professional Learning			09/03/2013	06/10/2015	$5000	Other	Teachers, SI Coaches, Principal, leadership team

Strategy 2:

Increase Parental Involvement - Raisinville staff will increase parental involvement for the purpose of improving

student achievement. This will enable parents to feel part of the learning community, be knowlegable about

school curriculum and goals, and interact with students and staff about learning. (Materials may need to be

supplied to parents to assist them with helping their children at home and to participate in various school

related activities that promote their understanding of how best to support their child's learning.)

Category:

Research Cited: Current research on parental involvement in education such as DuFour's book Professional Learning

Communities At Work were utilized. Also the resource School, Family and Community Partnerships by

Joyce Epstein was utilized.

Tier:

Activity - In School and After School Parent Involvement Activities and Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisiniville will increase the number of parents participating on school improvement teams, during activity nights, and in all school activities. The Honeywell system will be utilized further to provide school-to-home communication. Opportunities for two-way communication between parents and schools will be increased by utilization of school and district websites and e-mail systems. There is also an expectation for each school to reach out to the broader community to enable parents to be active partners in student learning.	Parent Involvement			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville staff will use a variety of tools to facilitate parent communication. Among these tools are teacher newsletters, Honeywell announcements, PTO communications, Raisinville School website, Raisinville Facebook page	Parent Involvement			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Strategy 3:

Increase Technology - Instructional staff will use technology available from the district and through

supplemental resources more effectively and consistently. Staff will also be encouraged to explore ways to

integrate new technologies into their instructional plans and activities keeping in mind appropriateness and

safety of various technology resources. Teachers will also be encouraged to use technology to differentiate

and accommodate for different student needs. (Additional technology related materials may need to be

provided to meet specific needs and additional professional development may be required.)

Category:

Research Cited: Current research related to the use of technology in the classroom. References utilized include Integrating

Differentiated Instruction by Design by Carol Ann Tomlinson and The Computer Lab Teacher Survivor

Guide by Holly Poteete.

Tier:

Activity - Dreambox	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will introduce students to Dreambox. Each student will take a grade level computer-based placement test to identify individual needs. The software provides students with individualized skill-specific practice which could be either an intervention or enrichment. Students will have access to the program at school and at home.	Technology			09/03/2013	06/10/2015	$0	Other	Teachers, Administrative Staff, Principal, SI Coach, Leadership Team

Activity - Use of Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Web based technology resources will be provided for curriculum enhancement and intervention.	Technology			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - Mobile Devices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mobile devices and appropriate math applications will be used for supplementary support at Raisinville.	Technology			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Strategy 4:

Professional Development for Targeted Instruction - Ongoing, job-embedded professional development will be provided to all instructional staff with a focus on the use of data to improve student achievement in Math for all students including subgroup populations. Data would include evidence of student achievement trends for individual students and groups of students, demographic data, and data related to specific background and cultural aspects of specific subgroup populations. Professional staff, with the assistance of coaches and other teacher leaders, will implement routinely scheduled tasks that monitor individual student progress and enable the creation of action plans that foster the growth of student centered classrooms. The plan, teach, debrief process will be emphasized with a focus on best practices and a constructivist approach to learning. (Implementation of this strategy will utilize content area coaches with expertise in this content area, professional book study, conference attendance and necessary substitutes.)

Category:

Research Cited: Redefining Staff Development: A Collaborative Model for Teachers and Administrators (Laura Robb) Pathways: Charting a Course for Professional Learners (Marjorie Larner) Learning Along the Way: Professional Development by and for Teachers (Diane Sweeney) Whole-Faculty Study Groups: A Powerful Way to Change Schools and Enhance Learning (Charlene Murphy) Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (Richard Dufour)

Tier:

Activity - Teacher-Led PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will promote teacher led professional development in the area of ELA, particularly for targeted instruction and intervention.	Professional Learning			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal, Leadership Team

Activity - Coaching Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan
Raisinville School

Raisinville will continue to use a coaching model to create a culture of coaching and professional growth.	Professional Learning			09/03/2013	06/10/2015	$0	No Funding Required	SI Coach, Principal, Leadership Team

Activity - Summer Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold six week summer learning academy for grades K-8 that provides targeted interventions for at-risk students as well opportunities for engaged learning throught interest grouping and project based learning. ELL support will be included.	Academic Support Program			06/16/2014	07/23/2015	$0	No Funding Required	Teachers, Principals, Administrative Staff

Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a limited number of instructional assistants for supplemental support in ELA when appropriate.	Academic Support Program			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal, Instructional Assistants

Activity - Looping and Multi-Year Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Minimize transitions for students by increasing multi-year work with students through looping and multi-age classrooms.	Policy and Process			09/03/2013	06/10/2015	$0	No Funding Required	District and Building Administrators

Activity - RTI Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI model will be utilized for targeted intervention at all levels.	Academic Support Program			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize co-teaching and planning in math instruction between special education teachers and general education teachers.	Policy and Process			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Block Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Continue to have expectations for scheduling that allows for long blocks of instruction with designated periods for mathematics intervention and enrichment.	Policy and Process			09/03/2013	06/10/2015	$0	No Funding Required	Building Administrat or

Activity - Mobile Device Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Utilize mobile devices for classroom math progress monitoring, collaborative lesson planning, and inquiry based learning.	Technology			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Strategy 5:

Positive School Climate - Raisinville will promote of a positive school climate where students and staff are accepting of cultural and individual differences and value understanding of these differences as an important part of the learning process.

Category:

Research Cited: The work being done in the area is based on research of Dr. Marcia McEvoy, in particular her article Anitsocial Behavior, Academic Failure and School Climate: A Critical Review Journal of Emotional and Behavioral Disorders. Dr. McEvoy has also worked in the district training teachers and students in this area.

Tier:

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Raisinville will continue to implement the Positive Behavior Support program.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal, PBIS Team

Activity - Anti-Bullying Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Raisinville will continue with anti-bullying initiatives that support the district policy on anti-bullying and perpetuate a climate of tolerance and support.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Raisinville will utilize cross grade mentoring and buddy programs at all levels. Teachers will also initiate a silent mentor program for identified students	Behavioral Support Program			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will continue to promote a culture of learning through professional learning communities at all levels.	Professional Learning			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal, Leadership Team

Goal 3: All students will show significant growth in science skills at all levels.

Measurable Objective 1:

A 6% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency of Science mastery skills in Science by 06/10/2014 as measured by MEAP data and District Common Assessments.

Strategy 1:

Parental Involvement - Raisinville will increase parental involvement for the purpose of improving student achievement. This will enable parents to feel part of the

learning community, be knowledgeable about school curriculum and goals, and interact with students and staff about learning. In an attempt to minimize transitions,

build better relationships and create ownership of student progress, professional staff along with parents, will work together to increase multi-year work with students.

(Materials may need to be supplied to parents to assist them with helping their children at home and to participate in various school related activities that promote their

understanding of how best to support their child's learning.)

Category:

Research Cited: Current research on parental involvement in education such as DuFour's book on professional learning communities was utilized. Also, the resource

School, Family and Community Partnerships by Joyce Epstein was utilized.

Tier:

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville staff will use a variety of tools to facilitate parent communication. Among these tools are teacher newsletters, Honeywell announcements, PTO communications, Raisinville School website, and the Raisinville Facebook page.	Communication			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - In School and After School Parent Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Raisiniville will increase the number of parents participating on school improvement teams, during activity nights, and in all school activities. The Honeywell system will be utilized further to provide school-to-home communication. Opportunities for two-way communication between parents and schools will be increased by utilization of school and district websites and e-mail systems. There is also an expectation for each school to reach out to the broader community to enable parents to be active partners in student learning.	Parent Involvement			09/03/2013	06/10/2015	$0	General Fund	Teachers, SI Coach, Principal

Strategy 2:

PD for Targeted Instruction - Ongoing, job-embedded professional development will be provided to all instructional staff

with a focus on the use of data to improve student achievement in science for all students including

subgroup populations. Data would include evidence of student achievement trends for individual

students and groups of students, demographic data, and data related to specific background

and cultural aspects of specific subgroup populations. Professional staff with the assistance of coaches and other teacher leaders will implement routinely scheduled

tasks that monitor individual student progress and enable the creation of action plans that foster the growth of student centered classrooms. The plan, teach, debrief

process will be emphasized with a focus on best practices and a constructivist approach to learning. (Implementation of this strategy will utilize content area coaches

with expertise in this content area, professional book study, conference attendance and necessary substitutes.)

Category:

Research Cited: Redefining Staff Development: A Collaborative Model for Teachers and Administrators (Laura Robb)

Pathways: Charting a Course for Professional Learners

(Marjorie Larner)

Learning Along the Way: Professional Development by and for Teachers

(Diane Sweeney)

Whole-Faculty Study Groups: A Powerful Way to Change Schools and Enhance Learning

(Charlene Murphy)

Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement

(Richard Dufour)

Tier:

Activity - Teacher-Led PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will promote teacher led professional development in the area of Science, particularly for targeted instruction and intervention.	Professional Learning			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - Coaching Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Raisinville will continue to use a coaching model to create a culture of coaching and professional growth. | Professional Learning | | | 09/03/2013 | 06/10/2015 | $0 | Other | Teachers, SI Coach, Principal |

Activity - Looping and Multi-Year Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Minimize transitions for students by increasing multi-year work with students through looping and multi-age classrooms.	Policy and Process			09/03/2013	06/10/2015	$0	No Funding Required	Building and Central Office Administrators

Activity - RTI Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI model will be utilized for targeted intervention at all levels.	Behavioral Support Program			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Knabusch Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Knabusch Science Center to enhance and supplement learning in science, particularly in biological sciences and environmental sciences at all levels.	Academic Support Program			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal, Knabusch Center Staff

Activity - Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided field trip opportunities to enhance and support learning in the various areas of science instruction.	Academic Support Program			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - Summer Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold six week summer learning academy for grades K-8 that provides targeted interventions for at-risk students as well opportunities for engaged learning through interest grouping and project based learning. ELL support will be provided also.	Academic Support Program			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coaches, Principals, Central Administrators

Activity - Mobile Device Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize mobile devices for classroom Science progress monitoring, collaborative lesson planning, and inquiry based learning.	Technology			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Accountable Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foster an environment for accountable talk and active listening to develop classroom discourse.	Communication			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Strategy 3:

Positive School Climate - Raisinville will promote a positive school climate where students and staff are accepting of cultural and individual differences and value understanding of these differences as an important part of the learning process.

Category:

Research Cited: The work being done in the area is based on research of Dr. Marcia McEvoy, in particular her article Anitsocial Behavior, Academic Failure and School Climate: A Critical Review Journal of Emotional and Behavioral Disorders. Dr. McEvoy has also worked in the district training teachers and students in this area.

Tier:

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will continue to implement the Positive Behavior Support program.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal, PBIS Team

Activity - Anti-Bullying Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will continue with anti-bullying initiatives that support the district policy on anti-bullying and perpetuate a climate of tolerance and support.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal, Support Staff

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will utilize cross grade mentoring and buddy programs at all levels. Teachers will also initiate a silent mentor program for identified students.	Behavioral Support Program			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will continue to promote a culture of learning through professional learning communities at all levels.	Professional Learning			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Strategy 4:

Technology Integration - Instructional staff will use technology available from the district and through supplemental

resources more effectively and consistently to support instruction and increase achievement in science. Staff will be encouraged to explore ways to integrate new

technologies into their instructional plans and activities and use technology for progress monitoring, differentiation, development of higher level thinking, and

communication among students in the area of science. The district will keep pace with advances in technology and monitor how technology devices are organized

within buildings to enable efficient and appropriate use of these devices. Options for the appropriate use of student owned devices within the classroom will continue to

be investigated. Use of technology for professional development and professional collaboration will be encouraged and supported.

(Additional technology related materials may need to be provided to meet specific needs and

additional professional development may be required.)

Category:

Research Cited: Current research related to the use of technology in the classroom. References utilized include Integrating

Differentiated Instruction by Design by Carol Ann Tomlinson and The Computer Lab Teacher Survivor

Guide by Holly Poteete.

Tier:

Activity - Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used for research in project- based learning in science.	Technology			09/03/2013	06/10/2015	$0	No Funding Required	Teachers

Activity - Use of Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Web based technology resources will be provided for curriculum enhancement and intervention.	Technology			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - Mobile Devices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mobile devices and appropriate science applications will be used for supplementary support at Raisinville.	Technology			09/03/2013	06/10/2015	$0	Other	Teachers,SI Coach, Principal

Goal 4: All Students will show significant growth/improvement in social studies skills at all levels.

Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 skills in Social Studies by 06/10/2014 as measured by MEAP and district common assessments.

Strategy 1:

PD for Targeted Instruction - Ongoing, job-embedded professional development will be provided to all instructional staff

with a focus on the use of data to improve student achievement in social studies for all students including

subgroup populations. Data would include evidence of student achievement trends for individual students and groups of students, demographic data, and data related

to specific background and cultural aspects of specific subgroup populations. Professional staff with the assistance of coaches and other teacher leaders will implement

routinely scheduled tasks that monitor individual student progress and enable the creation of action plans that foster the growth of student centered classrooms. The

plan, teach, debrief process will be emphasized with a focus on best practices and a constructivist approach to learning. (Implementation of this strategy will utilize

content area coaches with expertise in this content area, professional book study, conference attendance and necessary substitutes.)

Category:

Research Cited: Redefining Staff Development: A Collaborative Model for Teachers and Administrators (Laura Robb)

Pathways: Charting a Course for Professional Learners

(Marjorie Larner)

Learning Along the Way: Professional Development by and for Teachers

(Diane Sweeney)

Whole-Faculty Study Groups: A Powerful Way to Change Schools and Enhance Learning

(Charlene Murphy)

Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement

(Richard Dufour)

Tier:

Activity - Teacher-Led PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will promote teacher-led professional development in the area of social studies, particularly for targeted instruction and intervention.	Professional Learning			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - Coaching Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will continue to use a coaching model to create a culture of coaching and professional growth.	Professional Learning			09/03/2013	06/10/2015	$0	Other	SI Coach

Activity - Block Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to have expectations for scheduling that allows for long blocks of instruction with designated periods for social studies intervention and enrichment.	Policy and Process			09/03/2013	06/10/2015	$0	No Funding Required	Principal

Activity - Summer Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold six week summer learning academy for grades K-8 that provides targeted interventions for at-risk students as well opportunities for engaged learning through interest grouping and project based learning. ELL support will be provided also.	Academic Support Program			09/03/2013	06/10/2015	$0	Other	Central office administrators

Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a limited number of instructional assistants for supplemental support in social studies when appropriate.	Academic Support Program			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - Mobile Device Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize mobile devices for classroom social studies progress monitoring, collaborative lesson planning, and inquiry based learning.	Technology			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize co-teaching and planning in social studies instruction between special education teachers and general education teachers.	Policy and Process			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Looping and Multi-Year Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Minimize transitions for students by increasing multi-year work with students through looping and multi-age classrooms.	Policy and Process			09/03/2013	06/10/2015	$0	No Funding Required	Principal

Activity - RTI Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI model will be utilized for targeted intervention at all levels.	Academic Support Program			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Accountable Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foster an environment for accountable talk and active listening to develop classroom discourse.	Communication			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Strategy 2:

Technology Integration - Instructional staff will use technology available from the district and use supplemental

resources more effectively and consistently to support instruction and increase achievement in social studies. Staff will be encouraged to explore ways to integrate new

technologies into their instructional plans and activities and use technology for progress monitoring, differentiation, development of higher level thinking, and

communication among students in the area of social studies. Options for the appropriate use of student owned devices within the classroom will continue to

be investigated. Use of technology for professional development and professional collaboration will be encouraged and supported.

(Additional technology related materials may need to be provided to meet specific needs and

additional professional development may be required.)

Category:

Research Cited: Current research related to the use of technology in the classroom. References utilized include Integrating

Differentiated Instruction by Design by Carol Ann Tomlinson and The Computer Lab Teacher Survivor

Guide by Holly Poteete.

Tier:

Activity - Use of Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Web based technology resources will be provided for curriculum enhancement and intervention.	Technology			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - Mobile Devices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mobile devices and appropriate social studies applications will be used for supplementary support at Raisinville.	Technology			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used for research in project based learning in social studies.	Technology			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Strategy 3:

Increase Parent Involvement - Raisinville will increase parental involvement for the purpose of improving student

achievement. This will enable parents to feel part of the learning community, be

knowledgeable about school curriculum and goals, and interact with students and staff about

learning. In an attempt to minimize transitions, build better relationships and create

ownership of student progress, professional staff along with parents, will work together to

increase multi-year work with students. (Materials may need to be supplied to parents to

assist them with helping their children at home and to participate in various school related

activities that promote their understanding of how best to support their child's learning.)

Category:

Research Cited: Current research on parental involvement in education such as DuFour's book on professional learning communities was utilized. Also, the resource

School, Family and Community Partnerships by Joyce Epstein was utilized.

Tier:

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville staff will use a variety of tools to facilitate parent communication. Among these tools are teacher newsletters, Honeywell announcements, PTO communications, Raisinville School website, and the Raisinville Facebook page.	Communication			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - In school and after school parent involvement activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Raisiniville will increase the number of parents participating on school improvement teams, during activity nights, and in all school activities. The Honeywell system will be utilized further to provide school-to-home communication. Opportunities for two-way communication between parents and schools will be increased by utilization of school and district websites and e-mail systems. There is also an expectation for each school to reach out to the broader community to enable parents to be active partners in student learning.	Communication			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Strategy 4:

Positive School Climate - Raisinville will promote of a positive school climate where students and staff are accepting of cultural and individual differences and value understanding of these differences as an important part of the learning process.

Category:

Research Cited: The work being done in the area is based on research of Dr. Marcia McEvoy, in particular her article Anitsocial Behavior, Academic Failure and School Climate: A Critical Review Journal of Emotional and Behavioral Disorders. Dr. McEvoy has also worked in the district training teachers and students in this area.

Tier:

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Behavior Support program will be implemented at the elementary level.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Other	Teachers, SI Coach, Principal

Activity - Anti-Bullying Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raisinville will continue with anti-bullying initiatives across the district that support the district policy on anti-bullying and perpetuate a climate of tolerance and support.	Behavioral Support Program			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize cross grade mentoring and buddy programs at all levels.	Academic Support Program			09/03/2013	06/10/2015	$0	No Funding Required	Teachers, SI Coach, Principal

Activity - Professional Learning Communties	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Promote a culture of learning through professional learning communities at all levels. | Professional Learning | | | 09/03/2013 | 06/10/2015 | $0 | Other | Teachers, SI Coach, Principal |

Activity - Community Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create community partnerships that support student learning and promote student growth.	Community Engagement			09/03/2013	06/10/2015	$0	No Funding Required	Principal, SI Coach, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Assistants	Use a limited number of instructional assistants for supplemental support in ELA when appropriate.	Academic Support Program			09/03/2013	06/10/2015	$60000	Teachers, Assistants, Principal
Curriculum Coach	School Improvement Coach	Academic Support Program			09/04/2012	06/11/2013	$26262	Kim Burkey and Raisinville Staff
School Improvement Coach Mentoring	The School Improvement Coach and the princpal will work with teachers to ensure that they are integrating the Workhop model on a daily basis and ensuring appropriate implementation of the Intervention and Enrichment block for the needs of students. The coach and princpal will work with teachers to ensure appropriate data collection measures. A best practice move of plan, teach, debrief will be the impetus for the coaching model.	Professional Learning			09/03/2013	06/10/2015	$26000	Teachers, the School Improvment Coach and the adminsitrator will be responsible for the review of monthly discussion of this activity

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Extended Day	Extended day opportunities will target instruction for math and reading for students who are not meeting grade level proficiency.	Academic Support Program			09/03/2013	06/10/2015	$4000	This activity will be implemented by building school improvement teams, building administrator, SI Coaches, individual teachers, and auxilary staff with support of district level leadership as well as parent leaders.
Instructional Assistants	Use a limited number of instructional assistants for supplemental support in ELA when appropriate.	Academic Support Program			09/03/2013	06/10/2015	$19000	Teachers, Assistants, Principal
Leveled Literacy Libraries	Promote leveled classroom libraries.	Implementation			09/03/2013	06/10/2015	$3793	Teachers, SI Coach, Principal

In school and after school parent involvement activities and communication	Raisiniville will increase the number of parents participating on school improvement teams, during activity nights, and in all school activities. The Honeywell system will be utilized further to provide school-to-home communication. Opportunities for two-way communication between parents and schools will be increased by utilization of school and district websites and e-mail systems. There is also an expectation for each school to reach out to the broader community to enable parents to be active partners in student learning.	Parent Involvement			09/03/2013	06/10/2015	$1729	This activity will be implemented by building school improvement teams, building administrator, SI Coaches, individual teachers, and auxilary staff with support of district level leadership as well as parent leaders.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Academy	Hold six week summer learning academy for grades K-8 that provides targeted interventions for at-risk students as well opportunities for engaged learning through interest grouping and project based learning. ELL support will be provided also.	Academic Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coaches, Principals, Central Administrators
Professional Learning Communties	Promote a culture of learning through professional learning communities at all levels.	Professional Learning			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Coaching Model	Raisinville will continue to use a coaching model to create a culture of coaching and professional growth.	Professional Learning			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Teacher-Led PD	Raisinville will promote teacher-led professional development in the area of social studies, particularly for targeted instruction and intervention.	Professional Learning			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal

School Improvement Plan

Raisinville School

In School and After School Parent Involvement Activities and Communication	Raisiniville will increase the number of parents participating on school improvement teams, during activity nights, and in all school activities. The Honeywell system will be utilized further to provide school-to-home communication. Opportunities for two-way communication between parents and schools will be increased by utilization of school and district websites and e-mail systems. There is also an expectation for each school to reach out to the broader community to enable parents to be active partners in student learning.	Parent Involvement			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Anti-Bullying Initiative	Raisinville will continue with anti-bullying initiatives that support the district policy on anti-bullying and perpetuate a climate of tolerance and support.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal, Support Staff
Summer Academy	Hold six week summer learning academy for grades K-8 that provides targeted interventions for at-risk students as well opportunities for engaged learning through interest grouping and project based learning. ELL support will be provided also.	Academic Support Program			09/03/2013	06/10/2015	$0	Central office administrators
Anti-Bullying Initiative	Raisinville will continue with anti-bullying initiatives that support the district policy on anti-bullying and perpetuate a climate of tolerance and support.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Intervention and Enrichment for Math	Grade level teachers will work together to target students who are struggling in the areas of problem solving and inferencing. The students will be placed into intervention groups with the grade level teacher focusing on specific areas of weakness. Teachers will reconvene to monitor ongoing progress. Teachers will communicate with MPS SI coaches to discuss best practices.	Professional Learning			09/03/2013	06/10/2015	$5000	Teachers, SI Coaches, Principal, leadership team
Use of Online Resources	Web based technology resources will be provided for curriculum enhancement and intervention.	Technology			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Coaching Model	Raisinville will continue to use a coaching model to create a culture of coaching and professional growth.	Professional Learning			09/03/2013	06/10/2015	$0	SI Coach
Instructional Assistants	Use a limited number of instructional assistants for supplemental support in social studies when appropriate.	Academic Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Use of Online Resources	Web based technology resources will be provided for curriculum enhancement and intervention.	Technology			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal

Teacher-Led PD	Raisinville will promote teacher led professional development in the area of Science, particularly for targeted instruction and intervention.	Professional Learning			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Positive Behavior Support	Positive Behavior Support program will be implemented at the elementary level.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Use of Online Resources	Web based technology resources will be provided for curriculum enhancement and intervention.	Technology			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Parent Communication	Raisinville staff will use a variety of tools to facilitate parent communication. Among these tools are teacher newsletters, Honeywell announcements, PTO communications, Raisinville School website, and the Raisinville Facebook page.	Communication			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Positive Behavior Support	Raisinville will continue to implement the Positive Behavior Support program.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal, PBIS Team
Parent Communication	Raisinville staff will use a variety of tools to facilitate parent communication. Among these tools are teacher newsletters, Honeywell announcements, PTO communications, Raisinville School website, Raisinville Facebook page	Parent Involvement			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Professional Learning Communities	Raisinville will continue to promote a culture of learning through professional learning communities at all levels.	Professional Learning			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Field Trip	Students will be provided field trip opportunities to enhance and support learning in the various areas of science instruction.	Academic Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Mobile Devices	Mobile devices and appropriate math applications will be used for supplementary support at Raisinville.	Technology			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Knabusch Center	Utilize the Knabusch Science Center to enhance and supplement learning in science, particularly in biological sciences and environmental sciences at all levels.	Academic Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal, Knabusch Center Staff
Mobile Devices	Mobile devices and appropriate science applications will be used for supplementary support at Raisinville.	Technology			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal

Dreambox	All teachers will introduce students to Dreambox. Each student will take a grade level computer-based placement test to identify individual needs. The software provides students with individualized skill-specific practice which could be either an intervention or enrichment. Students will have access to the program at school and at home.	Technology			09/03/2013	06/10/2015	$0	Teachers, Administrative Staff, Principal, SI Coach, Leadership Team
Positive Behavior Support	Raisinville will continue to implement the Positive Behavior Support program.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal, PBIS Team
Mobile Devices	Mobile devices and appropriate social studies applications will be used for supplementary support at Raisinville.	Technology			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Mobile Devices	Mobile devices and appropriate math applications will be used for supplementary support at Raisinville.	Technology			09/03/2013	06/10/2015	$5000	Teachers, SI Coach, Principal
Instructional Assistants	Use a limited number of instructional assistants for supplemental support in ELA when appropriate.	Academic Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal, Instructional Assistants
Professional Learning Communities	Raisinville will continue to promote a culture of learning through professional learning communities at all levels.	Professional Learning			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal, Leadership Team

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Improvement Coach Mentoring	The School Improvement Coach and the princpal will work with teachers to ensure that they are integrating the Workhop model on a daily basis and ensuring appropriate implementation of the Intervention and Enrichment block for the needs of students. The coach and princpal will work with teachers to ensure appropriate data collection measures. A best practice move of plan, teach, debrief will be the impetus for the coaching model.	Professional Learning			09/03/2013	06/10/2015	$80000	Teachers, the School Improvment Coach and the adminsitrator will be responsible for the review of monthly discussion of this activity

School Improvement Plan

Raisinville School

Curriculum Coach	School Improvement Curriculum Coach	Academic Support Program			09/04/2012	06/11/2013	$78779	Kim Burkey and all other staff at Raisinville Elementary
School Improvement Coach Mentoring	The School Improvement Coach and the princpal will work with teachers to ensure that they are integrating the Workhop model on a daily basis and ensuring appropriate implementation of the Intervention and Enrichment block for the needs of students. The coach and princpal will work with teachers to ensure appropriate data collection measures. A best practice move of plan, teach, debrief will be the impetus for the coaching model.	Professional Learning			09/03/2013	06/10/2015	$54000	Teachers, the School Improvment Coach and the adminsitrator will be responsible for the review of monthly discussion of this activity

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Support	Positive Behavior Support will continue to be implemented. Positive student behaviors will be targeted, while focusing on a clear matrix of behavior expectations.	Behavioral Support Program			09/03/2013	06/10/2015	$100	Teachers, SI Coach, Principal, PBIS Team
Anti-Bullying Initiative	Raisinville will continue with anti-bullying initiatives that support the district policy on anti-bullying and perpetuate a climate of tolerance and support.	Behavioral Support Program			09/03/2013	06/10/2015	$100	Teachers, SI Coach, Principal
Leveled Literacy Libraries	Promote leveled classroom libraries.	Implementation			09/03/2013	06/10/2015	$5000	Teachers, SI Coach, Principal
Differentiated Instruction with Readers' and Writers' Workshop	Teachers will assess students' reading abilities and conference with them, meeting their needs whether it be in an at risk situation, a situation of meeting grade level expectation or a situation where students need to be challeneged. Regular conference notes and benchmarking will occur to best meet the needs of all students.	Direct Instruction			09/03/2013	06/10/2015	$1500	School Improvement coaches, teachers, support staff including the special education teachers,and the principal.

Monthly Professional Development for Cross-Curricular Instruction (PLC and Encore Meetings)	Teachers will meet in lower and upper elementary groups with the assistance and guidance of MPS SI Coaches and the principal to discuss best practices.	Professional Learning			09/03/2013	06/10/2015	$3600	Teachers,SI Coaches, Principal
Level Literacy Intervention	LLI is a leveled reading support program that includes word study and writing components. It is direct instruction delivered by a teacher. Students participate in small group work for 30 minutes at a time, 3-5 times per week.	Academic Support Program			09/03/2013	06/10/2015	$400	Teachers, SI Coach, Principal
Activity: Early Intervention Focus in Grades K-3	The SAT Team will ensure that struggling readers will have intense one on one or small group reading intervention.	Academic Support Program			09/03/2013	06/10/2014	$0	Teacher, Special Education Teacher, 31A aides,Speech Pathologist, SICoaches and the Principal.
Cross Curriculum Integration	Grade level teachers will work together to target students who are struggling in the areas of problem solving and inferencing. The students will be placed into intervention groups with the grade level teacher focusing on specific areas of weakness. Teachers will continue to monitor ongoing progress. Teachers will communicate with MPS SI coaches to discuss best practices. Instructional staff will use technology available from the district, and will utilize supplemental resources more effectively and consistently. Furthermore, training for Dreambox will be executed.	Professional Learning			09/03/2013	06/10/2015	$5000	Teachers, Principal, SI Coach
Digital Pensieve for Student Conferencing	This digital conferencing tool will be used to progress monitor student's reading and writitng progress and academic growth. Teachers can set goals and deadlines, create appointments and create groups based on student needs.	Technology			09/03/2013	06/10/2015	$1000	Teachers, Special Education Teachers and Principal

In School and After School Parent Participation	Raisiniville will increase the number of parents participating on school improvement teams, during activity nights, and in all school activities. The Honeywell system will be utilized further to provide school-to-home communication. Opportunities for two-way communication between parents and schools will be increased by utilization of school and district websites and e-mail systems. There is also an expectation for each school to reach out to the broader community to enable parents to be active partners in student learning.	Parent Involvement			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Professional Learning Communities	Raisinville will continue to promote a culture of learning through professional learning communities at all levels. Raisinville will study a mentor text focused on the socio-economic gap that is evident in our data.	Professional Learning			09/03/2013	06/10/2015	$2000	Teachers, SI Coach, Principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Communication	Raisinville staff will use a variety of tools to facilitate parent communication. Among these tools are teacher newsletters, Honeywell announcements, PTO communications, Raisinville School website, Raisinville Facebook page	Communication			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal, PTO
Accountable Talk	Foster an environment for accountable talk and active listening to develop classroom discourse.	Communication			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Anti-Bullying Initiative	Raisinville will continue with anti-bullying initiatives across the district that support the district policy on anti-bullying and perpetuate a climate of tolerance and support.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
RTI Implementation	The RTI model will be utilized for targeted intervention at all levels.	Academic Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Looping and Multi-Year Classrooms	Minimize transitions for students by increasing multi-year work with students through looping and multi-age classrooms.	Policy and Process			09/03/2013	06/10/2015	$0	Building and Central Office Administrators
Mentoring	Raisinville will utilize cross grade mentoring and buddy programs at all levels. Teachers will also initiate a silent mentor program for identified students	Behavioral Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal

School Improvement Plan

Raisinville School

Creation of Individual Classroom Assessment Walls	All teachers will be responisble for the creation of the assessment walls. All teachers, support staff including the special education teachers, school improvement coaches and the principal will utilize these walls to assist in the necessary differentiated instruction.	Direct Instruction			09/03/2013	06/10/2015	$0	Classroom teachers, Special Education Teachers, School Improveme nt Coaches, Principal
Block Scheduling	Continue to have expectations for scheduling that allows for long blocks of instruction with designated periods for mathematics intervention and enrichment.	Policy and Process			09/03/2013	06/10/2015	$0	Building Administrat or
Mobile Device Use	Utilize mobile devices for classroom social studies progress monitoring, collaborative lesson planning, and inquiry based learning.	Technology			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Block Scheduling	Continue to have expectations for scheduling that allows for long blocks of instruction with designated periods for social studies intervention and enrichment.	Policy and Process			09/03/2013	06/10/2015	$0	Principal
Teacher-Led PD	Raisinville will promote teacher-led professional development in the area of ELA, particularly for targeted instruction and intervention.	Professiona l Learning			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Looping and Multi-Year Classrooms	Minimize transitions for students by increasing multi-year work with students through looping and multi-age classrooms.	Policy and Process			09/03/2013	06/10/2015	$0	Principal
Coaching Model	Raisinville will continue to use a coaching model to create a culture of coaching and professional growth.	Professiona l Learning			09/03/2013	06/10/2015	$0	SI Coach, Principal, Leadership Team
Mentoring	Raisinville will utilize cross grade mentoring and buddy programs at all levels. Teachers will also initiate a silent mentor program for identified students.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Community Partnership	Create community partnerships that support student learning and promote student growth.	Community Engageme nt			09/03/2013	06/10/2015	$0	Principal, SI Coach, Teachers
Summer Academy	Hold six week summer learning academy for grades K-8 that provides targeted interventions for at-risk students as well opportunities for engaged learning through interest grouping and project based learning. ELL support will be included.	Academic Support Program			06/16/2014	07/23/2015	$0	Teachers, Principals, Administrati ve Staff

Accountable Talk	Foster an environment for accountable talk and active listening to develop classroom discourse.	Communication			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Mobile Device Use	Utilize mobile devices for classroom math progress monitoring, collaborative lesson planning, and inquiry based learning.	Technology			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
RTI Implementation	The RTI model will be utilized for targeted intervention at all levels.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
In school and after school parent involvement activities	Raisiniville will increase the number of parents participating on school improvement teams, during activity nights, and in all school activities. The Honeywell system will be utilized further to provide school-to-home communication. Opportunities for two-way communication between parents and schools will be increased by utilization of school and district websites and e-mail systems. There is also an expectation for each school to reach out to the broader community to enable parents to be active partners in student learning.	Communication			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Fountas and Pinnell Benchmarking	Students will be assessed four times a year with the Fountas and Pinnell Benchmarking system.	Academic Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Research	Technology will be used for research in project-based learning in science.	Technology			09/03/2013	06/10/2015	$0	Teachers
Use of Online Resources	Students will use a variety of online resources to further their ELA studies, such as Bookflix, ABC Starfall, Culturegrams and Edmodo.	Implementation			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Teacher-Led PD	Raisinville will promote teacher led professional development in the area of ELA, particularly for targeted instruction and intervention.	Professional Learning			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal, Leadership Team
Co-Teaching	Utilize co-teaching and planning in math instruction between special education teachers and general education teachers.	Policy and Process			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Mentoring	Raisinville will utilize cross grade mentoring and buddy programs at all levels. Teachers will also initiate a silent mentor program for identified students.	Behavioral Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Research	Technology will be used for research in project based learning in social studies.	Technology			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal

Looping and Multi-Year Classrooms	Minimize transitions for students by increasing multi-year work with students through looping and multi-age classrooms.	Policy and Process			09/03/2013	06/10/2015	$0	Central and Building Administration
Parent Communication	Raisinville staff will use a variety of tools to facilitate parent communication. Among these tools are teacher newsletters, Honeywell announcements, PTO communications, Raisinville School website, and the Raisinville Facebook page.	Communication			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
RTI Implementation	The RTI model will be utilized for targeted intervention at all levels.	Academic Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
IE Student Groupings	Students will be grouped during IE times to best serve their needs and individualize instruction.	Professional Learning			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Co-Teaching	Utilize co-teaching and planning in social studies instruction between special education teachers and general education teachers.	Policy and Process			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Looping and Multi-Year Classrooms	Minimize transitions for students by increasing multi-year work with students through looping and multi-age classrooms.	Policy and Process			09/03/2013	06/10/2015	$0	District and Building Administrators
Coaching Model	The School Improvement Coach works with teacher leaders in a Plan/Teach/Debrief cycle. During the planning phase, the coach and teacher co-plan a lesson. They co-teach the lesson, and then they meet afterwards to debrief the lesson and to set student and teacher goals.	Professional Learning			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Mentoring	Utilize cross grade mentoring and buddy programs at all levels.	Academic Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
RTI Implementation	The RTI model will be utilized for targeted intervention at all levels.	Academic Support Program			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Mobile Device Use	Utilize mobile devices for classroom Science progress monitoring, collaborative lesson planning, and inquiry based learning.	Technology			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Summer Academy	Hold six week summer learning academy for grades K-8 that provides targeted interventions for at-risk students as well as opportunities for engaged learning throught interest grouping and project based learning. ELL support will be included.	Academic Support Program			06/17/2013	07/31/2013	$0	Teachers, SI Coach, Principals

Accountable Talk	Foster an environment for accountable talk and active listening to develop classroom discourse.	Communication			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal
Mobile Device Use	Utilize mobile devices for classroom ELA progress monitoring, collaborative lesson planning, and inquiry based learning.	Technology			09/03/2013	06/10/2015	$0	Teachers, SI Coach, Principal