

# **Green Acres Elementary 2019-2020**

Green Acres Elementary School

Warren Consolidated Schools

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## **Overview**

### **Plan Name**

Green Acres Elementary 2019-2020

### **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 continue to achieve at or above District and State Standards in the area of math.	Objectives: 1 Strategies: 3 Activities: 16	Academic	\$13100
2	Students will improve their DRA2 levels in reading which will increase comprehension and academic vocabulary in the areas of reading, math, science, and social studies.	Objectives: 1 Strategies: 6 Activities: 35	Academic	\$181500
3	All Students at Green Acres Elementary School will improve written expression in language arts, math, science and social studies.	Objectives: 1 Strategies: 3 Activities: 17	Academic	\$18100
4	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$3000

# Goal 1: All students will continue to achieve at or above District and State Standards in the area of math.

## Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in computation in Mathematics by 06/30/2022 as measured by State assessment..

## Strategy 1:

Differentiated Instructions - Teachers in grades K-5 will provide differentiated instruction to support individual math needs. Tier 2 and Tier 3 students will receive additional differentiated instruction in small groups with the Title I teacher, TC and/or resource room teacher as needed.

Category: Mathematics

Research Cited: Ellis, E.S. and Worthington, L.A. (1994). Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon: Technical Report No. 5 National Center to Improve the Tools of Educators.

Cobble, J.E., Daggett, W.R., and Gertel, S.J. (2007). Ther Environment of the Struggling Learner. 1-5.

Research shows that when students are taught at their ability level they make greater gains. Small group instruction supports academic growth.

Tier: Tier 2

Activity - Monitoring and Evaluating Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize a MTSS triangle to monitor students receiving small group support. Teachers will evaluate how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
Activity - Supplies Needed for Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$500	Title I Part A, General Fund	All Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will attend Professional Development workshops, in-services along with training during PLC time pertaining to the needs of our Tier 2 and Tier 3 students with the major emphasis on facilitating math workshop in order to improve student achievement in math for all students.	Professional Learning	Tier 2	Implement	08/28/2019	06/19/2020	\$500	General Fund	Administration Building Stacey Leavell All Green Acres Staff
<b>Activity - Additional Staff</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Classroom teachers, Title I teachers and/or the Title I paraprofessional, TC and/or Resource Room Teacher will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	08/28/2019	06/19/2020	\$0	Title I Part A	Classroom Teachers Title I Teachers Title I Paraprofessional TC Resource Room Teacher
<b>Activity - Schoolwide Title 1 Nights</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Green Acres parents and students are invited to an evening of math instruction to increase skills related to the Math Common Core at each grade level. There are two math related Title I Nights planned for the 2017-2018 school year. There is a STEM Night in January and a Game Night in February.	Parent Involvement	Tier 1	Implement	08/28/2019	06/19/2020	\$500	General Fund, Title I Part A	all staff Stacey Leavell, Principal
<b>Activity - Math Tasks</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use District Math Tasks to support students with identifying problem solving strategies. The District also provides math tasks that have been adapted for the ELL population as well as for struggling students.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$100	General Fund	Instructional staff
<b>Activity - Add+Vantage Math Recovery</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Title I and Language Acquisition Teachers are being trained in the AVMR program. This program is designed to support students who are performing below grade level in math by teaching specific skills for addition and subtraction, place value, multiplication and division.	Academic Support Program	Tier 3	Getting Ready	08/28/2019	06/19/2020	\$2000	Title I Part A	Title I Teacher(s) Language Acquisition Teacher

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Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will do number talks 3-5 times a week TK-5th Grade teachers introduce a problem and students then solve the problems and explain their thinking of what strategy they used how the problem was solved.	Direct Instruction	Tier 1	Implement	09/03/2019	06/19/2020	\$0	General Fund	All classroom teachers TK-5

**Strategy 2:**

Instruction in Small Groups - Classroom teachers, Title I teacher/aide, Language Acquisition Teacher/aid, TC and or resource room teacher will provide small group math instruction for any Tier 2 and Tier 3 students needing additional learning time.

Category: Mathematics

Research Cited: Best Practice for Teaching and Learning In America's Schools by Zemelman, Daniels, and Hyde 1998.

Making Content Comprehensible for English Learners by Echevarria, Vogt, and Short 2004.

Enhancing Student Achievement - A Framework for School Improvement by Danielson in 2002.

Research shows that students make gains when taught by highly qualified teachers in small group settings.

Tier: Tier 2

Activity - Monitoring and Evaluating small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor and evaluate the effectiveness of small group instruction on student achievement through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers as well as Title I teachers/paraprofessional, Language Acquisition Teacher/Paraprofessionals, TC and Resource Room teacher to provide small group instruction at students ability level.	Direct Instruction	Tier 2	Implement	08/28/2019	06/19/2020	\$500	Title I Part A, General Fund	K-5 Teachers Title I Teachers Title I Paraprofessionals Language Acquisition Teacher Language Acquisition Paraprofessional TC Resource Room Teacher
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Activity - Supplies Needed for Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work and independent work as need for small group instruction.	Materials	Tier 2	Implement	08/28/2019	06/19/2020	\$500	Title I Part A, General Fund	All Staff

Activity - Add+Vantage Math Recovery Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I and Language Acquisition Teachers are being trained in the AVMR program. This program is designed to support students who are performing below grade level in math by teaching specific skills for addition and subtraction, place value, multiplication and division.	Academic Support Program	Tier 3	Getting Ready	08/28/2019	06/19/2020	\$2000	Title I Part A	Title I Teacher(s) Language Acquisition Teacher Resource Room Teachers Special Ed staff Classroom teachers

Activity - Advantage Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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This program uses researched based strategies. AVMR focuses on early numeracy development using interventions and detailed instructional strategies in early number learning. Specifically whole number topics. First students are identified by using structured and objective assessments. Then targets struggling students using small group instruction.	Professional Learning, Academic Support Program	Tier 3	Implement	08/28/2019	06/19/2020	\$2000	Title I Schoolwide	Principal Title 1 Teacher ESL teacher Resource Room teacher
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in a book study using AVMR strategies to support instruction in the areas of number sense, addition, subtraction, place value, multiplication, division and structure.	Professional Learning, Academic Support Program	Tier 2	Getting Ready	08/28/2019	06/19/2020	\$1500	Title I Schoolwide	Staey Leavell Principal and all staff

**Strategy 3:**

ILC Instructional Learning Cycle - Teachers in grades 3-5 will begin the ILC process to provide support and improve student learning by taking a closer look at instructional practices that impact student performance in Math. The ILC process will provide opportunities for teacher teams to plan collectively and create instructional plans to meet specific standards while focusing instructional practices that align content strategies and assessments. The collaboration of grade level teams will allow them to analyze and implement the impact of data. Teachers will also be able to tier instruction to meet the needs of all students through meetings, specific instructional strategies and gathering data through formative assessment. Through this process teachers are able to determine which strategies and instructional practices contribute to student performance.

Category: Mathematics

Research Cited: Henson, K.T. 2006 Curriculum Planning: Integrating Multiculturalism, Constructivism, and Educational Reform. Long Grove, Illinois: Waveland Press, Inc.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development through PLC times pertaining to the needs of our Tier 1, 2, and 3 students with the emphasis on power standards, data collection and analysis, teaching strategies, and informative assessments in order to improve student achievement in Math.	Academic Support Program	Tier 1	Getting Ready	08/28/2019	06/19/2020	\$3000	Title I Schoolwide	administrators or classroom teachers

Activity - Monitoring and Evaluating ILC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will utilize 6 week cycle meetings and quarterly MTSS meetings along with weekly grade level meetings to plan and analyze data. Teachers will evaluate how the ILC process is increasing student achievement through the use of formative assessments, assessing daily instructional strategies, grade level power standards and data collection.	Monitor, Evaluation, Academic Support Program	Tier 1		08/28/2019	06/19/2020	\$0	No Funding Required	All third, fourth, and fifth grade teachers and administrator
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**Goal 2: Students will improve their DRA2 levels in reading which will increase comprehension and academic vocabulary in the areas of reading, math, science, and social studies.**

**Measurable Objective 1:**

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/30/2022 as measured by State assessment..

**(shared) Strategy 1:**

Daily 5 - Teachers utilize the Daily 5 structure to allow more time to do guided reading with individual students and small groups.

Category: English/Language Arts

Research Cited: Boushey, Gail and Moser, Joan. 2006. The Daily Five: Fostering Literacy Independence in the Elementary Grades / Edition 1. Stenhouse Publishers.

Research indicates that guided reading supports growth in students' reading ability. Students need to have access to material and instruction at their specific reading level.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued instructional support for implementing the Daily 5 structure into the elementary classroom.	Professional Learning	Tier 1	Implement	08/28/2019	06/19/2020	\$1000	General Fund, Title I Part A	Curriculum specialists (Administration Building) Stacey Leavell, principal staff

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Activity - Evaluation of Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
Activity - Monitoring the Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the Daily Five logs, student observation, tests and district writing assessment.	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
Activity - Supplies for Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds. Also use to pay the fees to support the program.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$4500	Title I Part A, General Fund	All Staff
Activity - Readers Theater	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher in grades K-5 use readers theater in their classrooms in many ways. Readers theater often happens during Daily 5. It is used in small groups of students during independent reading or with the teacher in a guided reading group. Readers theater is used to increase fluency.	Implementation, Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$0	General Fund	All teachers k-5

**(shared) Strategy 2:**

Guided Reading - Teachers will provide small group direct instruction in guided reading using leveled readers in all K-5 classrooms, including Tier 2 and Tier 3, students performing on grade level and our accelerated students 3 times a week for at least 15 minutes per group. Tier 2 and Tier 3 students will receive small group direct instruction in the classroom along with additional small group instruction with the Title I teacher approximately 3-5 days a week for 30 minute sessions.

## Category:

Research Cited: Iaquina, Antia. Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction." Early Childhood Education Journal. 33.6 (2006): 413-418

Founas, Irene and Gay Su Pinnell. 1996. Guided Reading: Good First Teaching for All Children. Portsmouth, NH:Heinemann.

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Research indicates that direct reading instruction for a minimum of 3 times per week helps to support growth in reading skills. Tier 1 and Tier 2 students benefit from direct instruction 3 to 5 days per week.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre and guided reading lessons for teachers and teachers will have the opportunity to observe peers during guided reading instruction. Continue professional development to support teaching the Common Core.</p> <p>Beginning in 2016-2017 school year, the district assigned an Early Literacy Specialist to each elementary building. This person provides 1:1 training with regard to assessing student needs and addressing the deficits within guided reading groups. Teachers in K-3 have worked or are working with the Early Literacy Specialist using strategies presented in Jan Richardson's book, "Next Steps Forward in Guided Reading".</p>	Professional Learning, Supplemental Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$1500	Title I Part A	Administrators Building Curriculum Specialists Early Literacy Specialist Stacey Leavell All Green Acres Staff

Activity - Title I Teacher Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres has a full-time Title I Intervention teacher. The teacher services Tier 2 and Tier 3 students in grades K-5 reading and writing. Groups are assessed every 10 weeks and students within these groups may be changed based on academic gains and needs.	Academic Support Program	Tier 2	Implement	08/28/2019	06/19/2020	\$135000	Title I Part A	Title I Teacher Title I Paraprofessional

Activity - Evaluation of Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff

Activity - Monitoring Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will monitor guided reading levels through student observation, daily work, quizzes, tests, DRA 2 levels, and common assessments.	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
<b>Activity - Supplies Needed for Guided Reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Purchase tablets, read-aloud books, picture books, rolling carts, independent books and any other additional materials needed for independent work, center activities, and small group work while students are engaged in guided reading as well as fees to support the program.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$12500	Title I Part A, General Fund	All Staff
<b>Activity - Language Acquisition Intervention Groups</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Language Acquisition teacher and aide will provide small group guided reading additional support in the area of language arts to Tier 2 and Tier 3 students identified as having English as a second language.	Academic Support Program	Tier 2	Implement	08/28/2019	06/19/2020	\$0	Other	Language Acquisition Teacher and aide
<b>Activity - Research Based Guided Reading Coaching.</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive direct instruction on Research Based Guided Reading Coaching.	Professional Learning	Tier 1	Implement	08/28/2019	06/19/2020	\$3000	Title I Part A	Stacey Leavell
<b>Activity - Content Area Vocabulary</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use informational texts from the literacy library with all students to build academic vocabulary in the areas of math, science and social studies.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$0	General Fund	All staff

**(shared) Strategy 3:**

MTSS - K-5 teachers, Title I teacher, and Language Acquisition teachers, and ELL Paraprofessional will provide additional reading and social/emotional support to students who are Tier 2 and Tier 3 and in need of receiving additional individualized reading support.

Category: Learning Support Systems

Research Cited: Responsiveness to Intervention: A Blueprint for Practitioners, Policymakers, and Parents in Teaching Exceptional Children. Fuchs, Douglas, Lynn S. Fuchs. (2001)

Response to Instruction in the Identification of Learning Disabilities: A Guide for School Teams. Kovalski, Joseph & David P. Prasse. (2004) Published in NASP Communique, 32 (5).

Early Warning System. Lyon, G. Reid Lyon and Jack Fletcher. (2001)

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Research shows that students who are at risk benefit from small group instruction from highly qualified teachers. Tier 2 and Tier 3 students benefit from individual or small group support.

Tier: Tier 1

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres staff will create and begin implementation of behavior support systems for students TK-5.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/19/2020	\$1000	Title I Part A	Stacey Leavell Counselor Social Worker

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Teacher, Language Acquisition Teacher and Language Acquisition paraprofessional will provide individualized small group instruction for students at risk using LLI.	Direct Instruction	Tier 2	Implement	08/28/2019	06/19/2020	\$4000	Title I Part A, General Fund	Title I Teacher Language Acquisition Teacher and/or Language Acquisition Paraprofessional

Activity - Evaluation of MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of MTSS as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff

Activity - Professional Development/Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in differentiated instruction for Tier 2 and 3 students from district curriculum specialists and or outside conferences. A minimum of 3 teachers will be trained in Classroom Instruction that Works.	Professional Learning	Tier 1	Implement	08/28/2019	06/19/2020	\$2000	General Fund	Stacey Leavell Principal

Activity - Supplies Needed for MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Purchase materials as needed to use with children during the implementation MTSS.	Materials	Tier 2	Implement	08/28/2019	06/19/2020	\$1000	General Fund, Title I Part A	All Staff
<b>Activity - Monitoring MTSS</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will monitor the students progress with the MTSS through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
<b>Activity - Research Based Guided Reading Coaching.</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will be provided instruction on Research Based Guided Reading Coaching by Toni Hall.	Professional Learning	Tier 2	Implement	08/28/2019	06/19/2020	\$3000	Title I Part A	Stacey Leavell
<b>Activity - Classroom Instruction that Works</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use learning targets, provide feedback and cooperative learning with daily lessons.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$1000	General Fund	Stacey Leavell specified staff
<b>Activity - Reading A-Z/Raz Kids</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Title I students that work with the Title I teacher on a regular basis, ELL students that work with the Language Acquisition teacher on a regular basis, and resource room students will have access to RAZ Kids. All teachers in Grades K-2 as well as teachers in grades 3-5 who request student support will be able to access Reading A-Z to support learners at all Tiers in the classroom.	Academic Support Program	Tier 2	Implement	08/28/2019	06/19/2020	\$3000	Title I Part A	Stacey Leavell Title I Teacher Language Acquisition Teacher Resource Room Teacher classroom teachers
<b>Activity - Peer to Peer</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
General education and special education 3-5 students work with the social worker in small groups to enhance social skills through activities and games in a cooperative work environment.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2019	\$250	General Fund	Social Worker

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Activity - Counseling Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Skills groups will provide positive behavior support in grades 3-5. There is a "Girls' Group" specifically for 5th graders. Counselor will push into TK-2 to provide social skills lessons and whole group instruction.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/19/2020	\$250	Section 31a	Counselor
Activity - Instructional Learning Cycle	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher teams work collaboratively in dialog around research and evidenced based instructional strategies while using student data to make decisions about daily instruction.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/28/2019	06/19/2020	\$2000	Title I Schoolwide	Principal Title 1 4 and 5 Grade Teachers

### Strategy 4:

Thinking Maps - Teachers use the Thinking Map graphic organizers to increase comprehension and organize information in all content areas.

Category: English/Language Arts

Research Cited: Hyerle, David and Yeager, Chris. 2007. Thinking Maps: A Language for Learning. Thinking Maps, Inc. North Carolina.

Research shows that graphic organizers help students to organize ideas to better comprehend informational text.

Tier: Tier 1

Activity - Thinking Maps Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers to Green Acres will be offered training on using Thinking Maps to reinforce student learning and increase comprehension. We will also revisit types of thinking maps and how they are being used in the classroom.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$250	General Fund	Stacey Leavell Green Acres Staff Curriculum Specialists MISD
Activity - Evaluation of Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC time to analyze, review, and discuss the effectiveness of Thinking Maps to improve student comprehension in curriculum areas to include Language Arts, Math, Science and Social Studies.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff

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Activity - Monitoring Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the effectiveness of thinking maps through student observations, daily work, quizzes, tests, and common assessments.	Monitor		Monitor	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
Activity - Supplies Needed for Teaching Using Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials needed for teachers to use Thinking Maps with students during small and whole group instruction.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$1000	Title I Part A, General Fund	New Staff that receive Thinking Map training Stacey Leavell

**Strategy 5:**

Close and Critical Reading - Teachers will use close and critical reading strategies to reinforce student learning and increase comprehension.

Category: English/Language Arts

Research Cited: Chang, Sandy, Heritage, Margaret, Jones, Barbara, and Tobiason, Glory. 2014. Supporting Students in Close Reading. University of California, Los Angeles.

Tier: Tier 1

Activity - Monitoring Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the effectiveness of close and critical reading through students observations, daily work, quizzes, tests, and common assessments.	Direct Instruction	Tier 3	Implement	08/28/2019	06/19/2020	\$0	No Funding Required	All staff
Activity - Evaluation of Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common prep time to analyze, review, and discuss the effectiveness of Close and Critical Reading to improve student comprehension.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
Activity - Close and Critical Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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New Teachers to Green Acres will be offered training on using close and critical reading to reinforce student learning and increase comprehension.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2019	\$250	General Fund	Stacey Leavell Green Acres Staff Curriculum Specialists MISD
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Activity - Scholastic News	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers use weekly editions of Scholastic News to support close and critical reading strategies, to build academic vocabulary, identify text features and relate reading to current events. Scholastic News supports all curriculum areas including language arts, math, social studies and science.	Materials, Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$2000	Title I Part A	Stacey Leavell Classroom Teachers

**Strategy 6:**

ILC Instructional Learning Cycle - Teachers in grades 3-5 will continue the ILC process to provide support and improve student learning by taking a closer look at instructional practices that impact student performance in English Language Arts. The ILC process will provide opportunities for teacher teams to plan collectively and create an instructional plan to meet specific standards while focusing instructional practices that align content strategies and assessments. The collaboration of grade level teams will allow them to analyze and implement the impact of data. Teachers will also be able to tier instructional to meet the needs of all students through meetings, specific instructional strategies and gathering data through formative assessments. Through this process teachers are able to determine which strategies and instructional practices contribute to student performance.

Category: English/Language Arts

Research Cited: Henson, K.T. 2006 Curriculum Planning: Integrating Multiculturalism, Constructivism, and Educational Reform. Long Grove, Illinois: Waveland Press, Inc.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development through PLC time pertaining to the needs of our Tier 1, 2, and 3 students with the emphasis on power standards, data collection and analysis, teaching strategies, and informative assessments in order to improve student achievement in ELA.	Academic Support Program	Tier 1	Implement	08/28/2019	06/19/2020	\$3000	Title I Schoolwide	All third, fourth, and fifth grade teachers, and administrator

Activity - Monitoring and Evaluating ILC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will utilize 6 week cycle meetings and quarterly MTSS meetings along with weekly grade level meetings to plan and analyze data. Teachers will evaluate how the ILC process is increasing student achievement through the use of formative assessments, assessing daily instructional strategies, grade level power standards and data collection.	Monitor, Evaluation, Academic Support Program	Tier 1	Implement	08/28/2019	06/19/2020	\$0	No Funding Required	Third, fourth and fifth grade teachers and administrator
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### **Goal 3: All Students at Green Acres Elementary School will improve written expression in language arts, math, science and social studies.**

**Measurable Objective 1:**

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in written expression in math, science, and social studies in English Language Arts by 06/30/2022 as measured by state Assessment..

**Strategy 1:**

Daily 5 - Teacher will utilize the Daily 5 structure to build in a block of time to practice writing skills. This time during the Daily 5 is called Work on Writing. Some activities include letter writing, poetry, postcards and "how to" writing.

Category: English/Language Arts

Research Cited: Boushey, Gail and Moser, Joan. 2006 The Daily Five: Fostering Literacy Independence in the Elementary Grades/Edition 1. Stenhouse Publishers.

Studies indicate that students need to be provided with structured blocks of time to practice a variety of writing skills.

Tier: Tier 1

Activity - Daily 5 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher in-service on implementing the Daily 5 structure into the elementary classroom as needed.	Professional Learning	Tier 1	Monitor	08/28/2019	06/19/2020	\$1000	General Fund, Title I Part A	Stacey Leavell Administration Building

Activity - Daily Five Work on Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-5 teachers will teach writing strategy lessons and allow time for students to try the strategy within the Daily 5 structure.	Other, Academic Support Program	Tier 1	Implement	08/28/2019	06/19/2020	\$1000	General Fund, Title I Part A	K-5 Teachers, ELL Paraprofessionals, Title I Teacher
<b>Activity - Evaluation of Daily 5</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Monitor	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
<b>Activity - Monitoring Daily Five</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will maintain DRA monitoring logs to determine student progress trends.	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
<b>Activity - Purchase materials for Daily Five</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Fees to support program set up, presenters, as well as purchase of tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$4500	General Fund, Title I Part A	All Staff

**Strategy 2:**

Differentiated Instruction - Teachers will provide differentiated instruction three times a week for 30 minutes to support writing. Tier 2 and Tier 3 students will work with the Title I teacher, ELL teacher, ELL paraprofessional, TC and/or resource room teacher as needed using differentiated instruction strategies to support learning.

Category: English/Language Arts

Research Cited: Ellis, E.S. and Worthington, L.A. (1994). Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon: Technical Report No. 5 National Center to Improve the Tools of Educators.

Reis, S.S., Kaplan, S.N., Tomlinson, C.A., Westbert, K.L., Callahan, C.M., & Cooper, C.R. (1998). How the brain learns, A response: Equal does not mean identical.

Educations Leadership, 56, 3.

Cobble, J.E., Daggett, W.R., and Gertel, S.J. (2007). The Environment of the Struggling Learner 1-5.

Research shows that Tier 2 and Tier 3 students benefit from small group and one on one instruction based on student ability level.

Tier: Tier 2

Activity - Additional Staff for Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I teacher, Title I aide, Language Acquisition Teacher and Language Acquisition aide will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	08/28/2019	06/19/2020	\$3000	General Fund, Title I Part A	Title I Teacher Title I Paraprofessional Language Acquisition Teacher Language Acquisition Paraprofessional
Activity - Evaluation of Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will analyze, review and discuss the data during PLC to evaluate the effectiveness of our Differentiated Instruction. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 2	Evaluate	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
Activity - Monitoring Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Professional Development workshops and in-services pertaining to the needs of our at risk students with the major emphasis on improving student achievement in all academic areas for all students. Specials teachers will receive instruction on differentiating for all Tiers.	Professional Learning	Tier 1	Implement	08/28/2019	06/19/2020	\$3000	General Fund	Stacey Leavell All Green Acres Staff Administration Building
Activity - Supplies Needed for Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$1000	Title I Part A, General Fund	All Staff
Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use math journals to support students with identifying problem solving strategies.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$100	General Fund	Classroom teachers
Activity - Science Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Journals will be used by students to explain concepts, create diagrams, and record data for each science unit.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$0	General Fund	Classroom Teachers

**Strategy 3:**

Writer's Workshop - Teachers will continue implementing Writer's Workshop four times a week for 45 minutes. Tier 2 and Tier 3 students will receive the support of the Title I and/or resource room teacher using writer's workshop strategies as needed.

Category: English/Language Arts

Research Cited: Lucy Caulkins. The Art of Teaching Writing. Portsmouth, NH: Heinemann Publishing, 1994.

Graves, D. (1993). Children Can Write Authentically if we Help Them. Primary Sources K-6 p.1-6.

Research shows that direct writing instruction supports student growth as writers. Tier 2 and Tier 3 students benefit from small group instruction.

Tier: Tier 1

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Activity - Evaluation of Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
Activity - Monitoring Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the effectiveness of writer's workshop through observation, daily work, and common assessment.	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	No Funding Required	All Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre writing lessons for teachers and teachers will have the opportunity to observe peers during writing instruction. Continue professional development to support teaching the Common Core. Curriculum specialists will update teachers with information regarding the revised district writing assessment.	Professional Learning	Tier 1	Implement	08/28/2019	06/19/2020	\$3000	General Fund	Stacey Leavell, Principal School Improvement Team Administration Building
Activity - Supplies needed for Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work, and independent work where students are practicing writing skills.	Materials	Tier 1	Implement	08/28/2017	06/13/2019	\$1000	Title I School Improvement (ISI), Title I Part A	All Staff
Activity - Text Structure Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth and fifth grade students use pictures books to learn about different types of text structures. The students will then write their own stories based on what they learned about text structures.	Implementation	Tier 1	Implement	08/28/2019	06/19/2020	\$500	Title I Part A	4th and 5th grade teachers

## Goal 4: Professional Learning Community

### Measurable Objective 1:

collaborate to monitor, evaluate, and analyze our reading, writing, math, science, and social studies goals by 06/30/2018 as measured by completion of district provided feedback forms that will reflect the outcomes of staff discussion.

### Strategy 1:

PLC - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. (NEW Strategy; expectation is all schools embed this strategy into their revised SIP)

PLC framework:

- Staff will align instruction (lesson planning) with district curriculum and pacing guides.
- Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.
- Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.
- Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.
- Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.

Category: Other - Curriculum

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High leverage, Instructional strategies PD: (Examples might include: PLC, MTSS, :ILC Process—unpacking standards and development of writing standards-aligned common assessments)  PD: Tier I Curriculum-What we teach; how we teach (identify specific support needed)  PD: Data Analysis/Dialogues;  Conduct: Staff Pre- PLC Survey	Getting Ready	Tier 1	Getting Ready	08/28/2019	06/19/2020	\$0	General Fund	Building principal and staff

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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools  Implement MTSS Process and intervention team meetings  Create, implement, analyze results of common assessments	Implementation	Tier 1	Implement	08/28/2019	06/19/2020	\$0	General Fund	Building principal and staff
Activity - Monitoring of Adult Implementation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator/Peer Observations/Walkthroughs  Sign in sheets/agendas and minutes  Quarterly Rpts to BOE, MDE  Common assessment review using rubric	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	General Fund	Building principal and staff
Activity - Analyzing/Evaluating Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data analysis of common and state assessments, perception, process and demographic data  Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey  Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	General Fund	Building principal and staff
Activity - Professional Development/Interactive Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Huda Essa will provide engaging learning opportunities and on the following topics interactive workshops; diversity, cultural competency, strengthening communication with empathy with those who speak English as a second language and identifying the benefits of embracing and valuing diversity.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Title I Schoolwide	All Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Acquisition Intervention Groups	Language Acquisition teacher and aide will provide small group guided reading additional support in the area of language arts to Tier 2 and Tier 3 students identified as having English as a second language.	Academic Support Program	Tier 2	Implement	08/28/2019	06/19/2020	\$0	Language Acquisition Teacher and aide

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplies needed for Writer's Workshop	Purchase materials for center activities, small group work, and independent work where students are practicing writing skills.	Materials	Tier 1	Implement	08/28/2017	06/13/2019	\$500	All Staff
Supplies Needed for Small Group Instruction	Purchase materials for center activities, small group work and independent work as need for small group instruction.	Materials	Tier 2	Implement	08/28/2019	06/19/2020	\$250	All Staff
Purchase materials for Daily Five	Fees to support program set up, presenters, as well as purchase of tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$4000	All Staff
Add+Vantage Math Recovery Training	Title I and Language Acquisition Teachers are being trained in the AVMR program. This program is designed to support students who are performing below grade level in math by teaching specific skills for addition and subtraction, place value, multiplication and division.	Academic Support Program	Tier 3	Getting Ready	08/28/2019	06/19/2020	\$2000	Title I Teacher(s) Language Acquisition Teacher Resource Room Teachers Special Ed staff Classroom teachers

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Reading A-Z/Raz Kids	Title I students that work with the Title I teacher on a regular basis, ELL students that work with the Language Acquisition teacher on a regular basis, and resource room students will have access to RAZ Kids. All teachers in Grades K-2 as well as teachers in grades 3-5 who request student support will be able to access Reading A-Z to support learners at all Tiers in the classroom.	Academic Support Program	Tier 2	Implement	08/28/2019	06/19/2020	\$3000	Stacey Leavell Title I Teacher Language Acquisition Teacher Resource Room Teacher classroom teachers
Supplies for Daily Five	Purchase tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds. Also use to pay the fees to support the program.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$4000	All Staff
Daily 5 Training	Teacher in-service on implementing the Daily 5 structure into the elementary classroom as needed.	Professional Learning	Tier 1	Monitor	08/28/2019	06/19/2020	\$500	Stacey Leavell Administration Building
Daily Five Work on Writing	K-5 teachers will teach writing strategy lessons and allow time for students to try the strategy within the Daily 5 structure.	Other, Academic Support Program	Tier 1	Implement	08/28/2019	06/19/2020	\$500	K-5 Teachers, ELL Paraprofessionals, Title I Teacher
Additional Staff for Differentiated Instruction	A Title I teacher, Title I aide, Language Acquisition Teacher and Language Acquisition aide will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	08/28/2019	06/19/2020	\$1500	Title I Teacher Title I Paraprofessional Language Acquisition Teacher Language Acquisition Paraprofessional
Research Based Guided Reading Coaching.	All teachers will be provided instruction on Research Based Guided Reading Coaching by Toni Hall.	Professional Learning	Tier 2	Implement	08/28/2019	06/19/2020	\$3000	Stacey Leavell
Research Based Guided Reading Coaching.	Teachers will receive direct instruction on Research Based Guided Reading Coaching.	Professional Learning	Tier 1	Implement	08/28/2019	06/19/2020	\$3000	Stacey Leavell
Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$250	All Staff

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Add+Vantage Math Recovery	Title I and Language Acquisition Teachers are being trained in the AVMR program. This program is designed to support students who are performing below grade level in math by teaching specific skills for addition and subtraction, place value, multiplication and division.	Academic Support Program	Tier 3	Getting Ready	08/28/2019	06/19/2020	\$2000	Title I Teacher(s) Language Acquisition Teacher
Additional Staff	Classroom teachers, Title I teachers and/or the Title I paraprofessional, TC and/or Resource Room Teacher will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	08/28/2019	06/19/2020	\$0	Classroom Teachers Title I Teachers Title I Paraprofessional TC Resource Room Teacher
Supplies Needed for MTSS	Purchase materials as needed to use with children during the implementation MTSS.	Materials	Tier 2	Implement	08/28/2019	06/19/2020	\$500	All Staff
Supplies Needed for Teaching Using Thinking Maps	Purchase materials needed for teachers to use Thinking Maps with students during small and whole group instruction.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$500	New Staff that receive Thinking Map training Stacey Leavell
Small Group Instruction	Teachers as well as Title I teachers/paraprofessional, Language Acquisition Teacher/Paraprofessionals, TC and Resource Room teacher to provide small group instruction at students ability level.	Direct Instruction	Tier 2	Implement	08/28/2019	06/19/2020	\$250	K-5 Teachers Title I Teachers Title I Paraprofessionals Language Acquisition Teacher Language Acquisition Paraprofessional TC Resource Room Teacher

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Small Group Instruction	Title I Teacher, Language Acquisition Teacher and Language Acquisition paraprofessional will provide individualized small group instruction for students at risk using LLI.	Direct Instruction	Tier 2	Implement	08/28/2019	06/19/2020	\$2000	Title I Teacher Language Acquisition Teacher and/or Language Acquisition Paraprofessional
Title I Teacher Intervention Groups	Green Acres has a full-time Title I Intervention teacher. The teacher services Tier 2 and Tier 3 students in grades K-5 reading and writing. Groups are assessed every 10 weeks and students within these groups may be changed based on academic gains and needs.	Academic Support Program	Tier 2	Implement	08/28/2019	06/19/2020	\$135000	Title I Teacher Title I Paraprofessional
Positive Behavior Support	Green Acres staff will create and begin implementation of behavior support systems for students TK-5.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/19/2020	\$1000	Stacey Leavell Counselor Social Worker
Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$500	All Staff
Text Structure Writer's Workshop	Fourth and fifth grade students use pictures books to learn about different types of text structures. The students will then write their own stories based on what they learned about text structures.	Implementation	Tier 1	Implement	08/28/2019	06/19/2020	\$500	4th and 5th grade teachers
Supplies Needed for Guided Reading	Purchase tablets, read-aloud books, picture books, rolling carts, independent books and any other additional materials needed for independent work, center activities, and small group work while students are engaged in guided reading as well as fees to support the program.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$12000	All Staff
Schoolwide Title 1 Nights	Green Acres parents and students are invited to an evening of math instruction to increase skills related to the Math Common Core at each grade level. There are two math related Title I Nights planned for the 2017-2018 school year. There is a STEM Night in January and a Game Night in February.	Parent Involvement	Tier 1	Implement	08/28/2019	06/19/2020	\$250	all staff Stacey Leavell, Principal
Scholastic News	Classroom teachers use weekly editions of Scholastic News to support close and critical reading strategies, to build academic vocabulary, identify text features and relate reading to current events. Scholastic News supports all curriculum areas including language arts, math, social studies and science.	Materials, Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$2000	Stacey Leavell Classroom Teachers

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Professional Development	<p>Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre and guided reading lessons for teachers and teachers will have the opportunity to observe peers during guided reading instruction. Continue professional development to support teaching the Common Core.</p> <p>Beginning in 2016-2017 school year, the district assigned an Early Literacy Specialist to each elementary building. This person provides 1:1 training with regard to assessing student needs and addressing the deficits within guided reading groups. Teachers in K-3 have worked or are working with the Early Literacy Specialist using strategies presented in Jan Richardson's book, "Next Steps Forward in Guided Reading".</p>	Professional Learning, Supplemental Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$1500	Administration Building Curriculum Specialists Early Literacy Specialist Stacey Leavell All Green Acres Staff
Professional Development	Continued instructional support for implementing the Daily 5 structure into the elementary classroom.	Professional Learning	Tier 1	Implement	08/28/2019	06/19/2020	\$500	Curriculum specialists (Administration Building) Stacey Leavell, principal staff

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Tasks	Teachers will use District Math Tasks to support students with identifying problem solving strategies. The District also provides math tasks that have been adapted for the ELL population as well as for struggling students.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$100	Instructional staff
Supplies Needed for Small Group Instruction	Purchase materials for center activities, small group work and independent work as need for small group instruction.	Materials	Tier 2	Implement	08/28/2019	06/19/2020	\$250	All Staff

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Small Group Instruction	Teachers as well as Title I teachers/paraprofessional, Language Acquisition Teacher/Paraprofessionals, TC and Resource Room teacher to provide small group instruction at students ability level.	Direct Instruction	Tier 2	Implement	08/28/2019	06/19/2020	\$250	K-5 Teachers Title I Teachers Title I Paraprofessionals Language Acquisition Teacher Language Acquisition Paraprofessional TC Resource Room Teacher
Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$500	All Staff
Professional Development/Training	Staff will receive training in differentiated instruction for Tier 2 and 3 students from district curriculum specialists and or outside conferences. A minimum of 3 teachers will be trained in Classroom Instruction that Works.	Professional Learning	Tier 1	Implement	08/28/2019	06/19/2020	\$2000	Stacey Leavell Principal
Professional Development	Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre writing lessons for teachers and teachers will have the opportunity to observe peers during writing instruction. Continue professional development to support teaching the Common Core. Curriculum specialists will update teachers with information regarding the revised district writing assessment.	Professional Learning	Tier 1	Implement	08/28/2019	06/19/2020	\$3000	Stacey Leavell, Principal School Improvement Team Administration Building
Professional Development	Continued instructional support for implementing the Daily 5 structure into the elementary classroom.	Professional Learning	Tier 1	Implement	08/28/2019	06/19/2020	\$500	Curriculum specialists (Administration Building) Stacey Leavell, principal staff

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Purchase materials for Daily Five	Fees to support program set up, presenters, as well as purchase of tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$500	All Staff
Science Journals	Science Journals will be used by students to explain concepts, create diagrams, and record data for each science unit.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$0	Classroom Teachers
Math Journals	Teachers will use math journals to support students with identifying problem solving strategies.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$100	Classroom teachers
Peer to Peer	General education and special education 3-5 students work with the social worker in small groups to enhance social skills through activities and games in a cooperative work environment.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2019	\$250	Social Worker
Content Area Vocabulary	Teachers will use informational texts from the literacy library with all students to build academic vocabulary in the areas of math, science and social studies.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$0	All staff
Implementation	Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools  Implement MTSS Process and intervention team meetings  Create, implement, analyze results of common assessments	Implementation	Tier 1	Implement	08/28/2019	06/19/2020	\$0	Building principal and staff
Supplies Needed for Teaching Using Thinking Maps	Purchase materials needed for teachers to use Thinking Maps with students during small and whole group instruction.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$500	New Staff that receive Thinking Map training Stacey Leavell
Small Group Instruction	Title I Teacher, Language Acquisition Teacher and Language Acquisition paraprofessional will provide individualized small group instruction for students at risk using LLI.	Direct Instruction	Tier 2	Implement	08/28/2019	06/19/2020	\$2000	Title I Teacher Language Acquisition Teacher and/or Language Acquisition Paraprofessional

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Schoolwide Title 1 Nights	Green Acres parents and students are invited to an evening of math instruction to increase skills related to the Math Common Core at each grade level. There are two math related Title I Nights planned for the 2017-2018 school year. There is a STEM Night in January and a Game Night in February.	Parent Involvement	Tier 1	Implement	08/28/2019	06/19/2020	\$250	all staff Stacey Leavell, Principal
Readiness	High leverage, Instructional strategies PD: (Examples might include: PLC, MTSS, :ILC Process—unpacking standards and development of writing standards-aligned common assessments)  PD: Tier I Curriculum-What we teach; how we teach (identify specific support needed)  PD: Data Analysis/Dialogues;  Conduct: Staff Pre- PLC Survey	Getting Ready	Tier 1	Getting Ready	08/28/2019	06/19/2020	\$0	Building principal and staff
Daily Five Work on Writing	K-5 teachers will teach writing strategy lessons and allow time for students to try the strategy within the Daily 5 structure.	Other, Academic Support Program	Tier 1	Implement	08/28/2019	06/19/2020	\$500	K-5 Teachers, ELL Paraprofessionals, Title I Teacher
Supplies Needed for MTSS	Purchase materials as needed to use with children during the implementation MTSS.	Materials	Tier 2	Implement	08/28/2019	06/19/2020	\$500	All Staff
Analyzing/Evaluating Activities	Data analysis of common and state assessments, perception, process and demographic data  Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey  Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	Building principal and staff
Daily 5 Training	Teacher in-service on implementing the Daily 5 structure into the elementary classroom as needed.	Professional Learning	Tier 1	Monitor	08/28/2019	06/19/2020	\$500	Stacey Leavell Administration Building
Classroom Instruction that Works	Teachers will use learning targets, provide feedback and cooperative learning with daily lessons.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$1000	Stacey Leavell specified staff
Monitoring of Adult Implementation Activities	Administrator/Peer Observations/Walkthroughs  Sign in sheets/agendas and minutes  Quarterly Rpts to BOE, MDE  Common assessment review using rubric	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	Building principal and staff

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Additional Staff for Differentiated Instruction	A Title I teacher, Title I aide, Language Acquisition Teacher and Language Acquisition aide will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	08/28/2019	06/19/2020	\$1500	Title I Teacher Title I Paraprofessional Language Acquisition Teacher Language Acquisition Paraprofessional
Professional Development	Staff will attend Professional Development workshops and in-services pertaining to the needs of our at risk students with the major emphasis on improving student achievement in all academic areas for all students. Specials teachers will receive instruction on differentiating for all Tiers.	Professional Learning	Tier 1	Implement	08/28/2019	06/19/2020	\$3000	Stacey Leavell All Green Acres Staff Administration Building
Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$250	All Staff
Thinking Maps Training	New teachers to Green Acres will be offered training on using Thinking Maps to reinforce student learning and increase comprehension. We will also revisit types of thinking maps and how they are being used in the classroom.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$250	Stacey Leavell Green Acres Staff Curriculum Specialists MISD
Professional Development	Staff will attend Professional Development workshops, in-services along with training during PLC time pertaining to the needs of our Tier 2 and Tier 3 students with the major emphasis on facilitating math workshop in order to improve student achievement in math for all students.	Professional Learning	Tier 2	Implement	08/28/2019	06/19/2020	\$500	Administration Building Stacey Leavell All Green Acres Staff
Number Talks	Teachers will do number talks 3-5 times a week TK-5th Grade teachers introduce a problem and students then solve the problems and explain their thinking of what strategy they used how the problem was solved.	Direct Instruction	Tier 1	Implement	09/03/2019	06/19/2020	\$0	All classroom teachers TK-5
Supplies for Daily Five	Purchase tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds. Also use to pay the fees to support the program.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$500	All Staff

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Close and Critical Reading Training	New Teachers to Green Acres will be offered training on using close and critical reading to reinforce student learning and increase comprehension.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2019	\$250	Stacey Leavell Green Acres Staff Curriculum Specialists MISD
Readers Theater	Teacher in grades K-5 use readers theater in their classrooms in many ways. Readers theater often happens during Daily 5. It is used in small groups of students during independent reading or with the teacher in a guided reading group. Readers theater is used to increase fluency.	Implementation, Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$0	All teachers k-5
Supplies Needed for Guided Reading	Purchase tablets, read-aloud books, picture books, rolling carts, independent books and any other additional materials needed for independent work, center activities, and small group work while students are engaged in guided reading as well as fees to support the program.	Materials	Tier 1	Implement	08/28/2019	06/19/2020	\$500	All Staff

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Counseling Support	Social Skills groups will provide positive behavior support in grades 3-5. There is a "Girls' Group" specifically for 5th graders. Counselor will push into TK-2 to provide social skills lessons and whole group instruction.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/19/2020	\$250	Counselor

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluation of Thinking Maps	Teachers will use PLC time to analyze, review, and discuss the effectiveness of Thinking Maps to improve student comprehension in curriculum areas to include Language Arts, Math, Science and Social Studies.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	All Staff
Monitoring Daily Five	Staff will maintain DRA monitoring logs to determine student progress trends.	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	All Staff

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Evaluation of Writer's Workshop	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	All Staff
Monitoring Thinking Maps	Staff will monitor the effectiveness of thinking maps through student observations, daily work, quizzes, tests, and common assessments.	Monitor		Monitor	08/28/2019	06/19/2020	\$0	All Staff
Monitoring and Evaluating ILC	Staff will utilize 6 week cycle meetings and quarterly MTSS meetings along with weekly grade level meetings to plan and analyze data. Teachers will evaluate how the ILC process is increasing student achievement through the use of formative assessments, assessing daily instructional strategies, grade level power standards and data collection.	Monitor, Evaluation, Academic Support Program	Tier 1	Implement	08/28/2019	06/19/2020	\$0	Third, fourth and fifth grade teachers and administrator
Evaluation of Daily Five	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	All Staff
Evaluation of Close and Critical Reading	Teachers will use common prep time to analyze, review, and discuss the effectiveness of Close and Critical Reading to improve student comprehension.	Direct Instruction	Tier 1	Implement	08/28/2019	06/19/2020	\$0	All Staff
Evaluation of MTSS	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of MTSS as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	All Staff
Monitoring Writer's Workshop	Staff will monitor the effectiveness of writer's workshop through observation, daily work, and common assessment.	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	All Staff
Evaluation of Daily 5	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Monitor	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	All Staff
Monitoring the Daily Five	Staff will monitor the Daily Five logs, student observation, tests and district writing assessment.	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	All Staff

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Evaluation of Differentiated Instruction	Teacher will analyze, review and discuss the data during PLC to evaluate the effectiveness of our Differentiated Instruction. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 2	Evaluate	08/28/2019	06/19/2020	\$0	All Staff
Monitoring and Evaluating ILC	Staff will utilize 6 week cycle meetings and quarterly MTSS meetings along with weekly grade level meetings to plan and analyze data. Teachers will evaluate how the ILC process is increasing student achievement through the use of formative assessments, assessing daily instructional strategies, grade level power standards and data collection.	Monitor, Evaluation, Academic Support Program	Tier 1		08/28/2019	06/19/2020	\$0	All third, fourth, and fifth grade teachers and administrator
Monitoring and Evaluating small group instruction	Staff will monitor and evaluate the effectiveness of small group instruction on student achievement through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	08/28/2019	06/19/2020	\$0	All Staff
Monitoring and Evaluating Differentiated Instruction	Staff will utilize a MTSS triangle to monitor students receiving small group support. Teachers will evaluate how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	All Staff
Monitoring Guided Reading	Staff will monitor guided reading levels through student observation, daily work, quizzes, tests, DRA 2 levels, and common assessments.	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	All Staff
Evaluation of Guided Reading	Teachers will analyze, review, and discuss the data during PLC to evaluate effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/28/2019	06/19/2020	\$0	All Staff
Monitoring Differentiated Instruction	Staff will monitor how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Monitor	Tier 1	Monitor	08/28/2019	06/19/2020	\$0	All Staff
Monitoring Close and Critical Reading	Staff will monitor the effectiveness of close and critical reading through students observations, daily work, quizzes, tests, and common assessments.	Direct Instruction	Tier 3	Implement	08/28/2019	06/19/2020	\$0	All staff
Monitoring MTSS	Staff will monitor the students progress with the MTSS through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	08/28/2019	06/19/2020	\$0	All Staff

**Title I School Improvement (ISI)**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplies needed for Writer's Workshop	Purchase materials for center activities, small group work, and independent work where students are practicing writing skills.	Materials	Tier 1	Implement	08/28/2017	06/13/2019	\$500	All Staff

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All staff will participate in a book study using AVMR strategies to support instruction in the areas of number sense, addition, subtraction, place value, multiplication, division and structure.	Professional Learning, Academic Support Program	Tier 2	Getting Ready	08/28/2019	06/19/2020	\$1500	Staey Leavell Principal and all staff
Instructional Learning Cycle	Teacher teams work collaboratively in dialog around research and evidenced based instructional strategies while using student data to make decisions about daily instruction.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/28/2019	06/19/2020	\$2000	Principal Title 1 4 and 5 Grade Teachers
Professional Development	Staff will attend professional development through PLC time pertaining to the needs of our Tier 1, 2, and 3 students with the emphasis on power standards, data collection and analysis, teaching strategies, and informative assessments in order to improve student achievement in ELA.	Academic Support Program	Tier 1	Implement	08/28/2019	06/19/2020	\$3000	All third, fourth, and fifth grade teachers, and administrator
Advantage Math Recovery	This program uses researched based strategies. AVMR focuses on early numeracy development using interventions and detailed instructional strategies in early number learning. Specifically whole number topics. First students are identified by using structured and objective assessments. Then targets struggling students using small group instruction.	Professional Learning, Academic Support Program	Tier 3	Implement	08/28/2019	06/19/2020	\$2000	Principal Title 1 Teacher ESL teacher Resource Room teacher
Professional Development/Interactive Workshop	Huda Essa will provide engaging learning opportunities and on the following topics interactive workshops; diversity, cultural competency, strengthening communication with empathy with those who speak English as a second language and identifying the benefits of embracing and valuing diversity.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	All Staff

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Professional Development	Staff will attend professional development through PLC times pertaining to the needs of our Tier 1, 2, and 3 students with the emphasis on power standards, data collection and analysis, teaching strategies, and informative assessments in order to improve student achievement in Math.	Academic Support Program	Tier 1	Getting Ready	08/28/2019	06/19/2020	\$3000	administrat or classroom teachers
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