

2016-2020 CME School Improvement Plan - FINAL 1

Central Montcalm Elementary School
Central Montcalm Public Schools

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Overview

Plan Name

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Plan Description

Edited & completed by SLT on May 24, 2016

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Central Montcalm Elementary School will be proficient in Math.	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$43979
2	All students at Central Montcalm Elementary School will be proficient in English Language Arts.	Objectives: 2 Strategies: 4 Activities: 10	Academic	\$158107
3	All students at Central Montcalm Elementary will be Motivated Learners.	Objectives: 2 Strategies: 2 Activities: 9	Organizational	\$4729
4	All students at Central Montcalm Elementary will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	All students at Central Montcalm Elementary will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Central Montcalm Elementary School will be proficient in Math.

Measurable Objective 1:

A 8% increase of Kindergarten and First grade students will demonstrate a proficiency with a yearly increase by scoring in the core range in Mathematics by 06/30/2020 as measured by EasyCBM benchmark testing..

Strategy 1:

enVisions2.0 - enVisionmath2.0 is a comprehensive K-1 mathematics curriculum that provides the focus, coherence, and rigor required by the CCSSM. enVisionmath2.0 offers a balanced instructional model with an emphasis on conceptual understanding, fluency, and application through rigorous problem solving. PearsonRealize online learning management system offers the flexibility and data teachers need to customize content and monitor student progress so that all students demonstrate proficiency in the CCSSM.

- Focuses on Common Core Math Clusters
- Develops in-depth understanding
- Connects mathematical content and practice standards

Problem-based learning and visual learning personalize learning of rigorous mathematics! The new enVisionmath2.0 program engages learners with:

- Interactive learning aids and video tutorials
- Personalized practice and immediate feedback
- Built-in Rtl activities in multiple modalities

The new enVisionmath2.0 program lets you customize content, auto-assign differentiation, and use assessment data quickly and easily to adjust instruction for your learners.

- Upload district content and other favorite resources
- Customize topics and lessons
- Assess in the format of the new high-stakes assessments

Category: Mathematics

Research Cited: Pearson Education (2015). enVisionmath2.0 Commoncore [pdf]. Retrieved from

<http://www.pearsonschool.com/index.cfm?locator=PS2nU9&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=806&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&PMDBProgramId=134781&elementType=correlations>

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The teachers and principal will schedule the date of the parent involvement activity/activities. The Title 1 teacher, staff and administrator will create activities for families to help teach the concepts of math. Materials will be provided to parents as necessary. An evaluation tool of the activity/activities will be handed out to parents.	Parent Involvement	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$500	Title I Part A	Title 1 teacher(s), staff and administrator
Activity - enVisionmath 2.0 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will receive professional development in enVisionmath 2.0 as we begin implementation of the program in the 2016-2017 school year.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$0	General Fund	Julie Milewski, curriculum director
Activity - Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum teams will meet throughout the year to align the curriculum horizontally and vertically.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/29/2016	06/30/2017	\$0	General Fund	Julie Milewski, Curriculum Director
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will collaborate throughout the year to identify key math vocabulary.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$0	General Fund	Julie Milewski, Curriculum Director
Activity - easyCBM Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The easyCBM CCSS Math assessment is an online benchmark screening and progress monitoring tool developed at the University of Oregon. Benchmark testing is the systematic process of screening all students on essential skills predictive of later mathematics performance.	Technology, Academic Support Program	Tier 1	Monitor	08/29/2016	06/30/2017	\$500	General Fund	all staff

Measurable Objective 2:

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A 5% increase of Kindergarten and First grade Economically Disadvantaged students will demonstrate a proficiency with a yearly increase by scoring in the core range as measured in Mathematics by 06/30/2020 as measured by EasyCBM benchmark testing.

Strategy 1:

Tier 2 and Tier 3 Support - CME will implement a Tier 2 and Tier 3 math intervention support system to increase the intensity of math instructional support. "Increase intensity includes increased, supplemental time to the core curriculum, decrease group size, more feedback and meaningful practice opportunities." Students will be provided with the necessary skills "to be successful within Tier 1 core instruction. An strong math intervention program includes the following 8 recommendations:

- Screen all students to identify those at-risk
- Instructional materials for students in Tier 2 and Tier 3 should focus on whole numbers in K-1.
- Instruction during intervention should be explicit and systematic including clear models, teacher think-alouds, provide students with opportunities to solve problems in a group and communicate problem-solving strategies, and cumulative review in each session.
- Include instruction based on structure, and how to determine appropriate solutions for each problem type.
- Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.
- Interventions should devote about 5-10 minutes in each session to building fluency.
- Progress monitor at least 1 time per month and curriculum-embedded assessments
- Includes motivational strategies

Category: Mathematics

Research Cited: Citations:

MiBLSi (n.d.). Tier 2/Tier 3 Managing Reading Interventions [PowerPoint Slides]. Retrieved from

<http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/DistrictTrainingScopeSequence/ManagingTier2Tier3LiteracyInterventions.aspx>

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to intervention (RtI) for elementary and middle schools. Washington, DC: National Center for Education Evaluation and Regional Services, Institute of Education Sciences, U.S. Department of Education.

Tier: Tier 2

Activity - easyCBM Screening, Progress Monitoring and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-1 students will be screened using the easyCBM screener (CCSS) 3 times per year and progress monitored at least monthly by interventionists. Student groups and focus of intervention will be based on screener data.	Curriculum Development, Teacher Collaboration, Direct Instruction, Academic Support Program	Tier 2	Monitor	08/29/2016	06/30/2017	\$500	General Fund	teaching staff, math interventionist, building principal

Activity - Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math interventionists will be provided for at-risk students in grades K-1. They will provide 15-30 minutes of intervention 3-5 times per week.	Curriculum Development, Teacher Collaboration, Direct Instruction, Academic Support Program	Tier 2	Monitor	08/29/2016	06/30/2017	\$42479	Title I Part A	math interventionist, teaching staff, building principal

Goal 2: All students at Central Montcalm Elementary School will be proficient in English Language Arts.

Measurable Objective 1:

A 9% increase of Kindergarten and First grade students will demonstrate a proficiency with a yearly increase in fluency in Reading in English Language Arts by 06/30/2020 as measured by scoring in the core range on DIBELS Next.

Strategy 1:

Parent Involvement - The principal and staff will have parent involvement activities to demonstrate the concepts of reading in order to support parents at home as they work with their child on reading fluency.

Category: English/Language Arts

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

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and staff will have parent involvement activities to demonstrate concepts in reading in order to support parents at home as they work with their child on reading fluency.	Parent Involvement	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$500	Title I Part A	Title 1 teacher, staff and principal

Strategy 2:

Lesson Plan Templates/Grade Level Data Sheet - All teachers will use the lesson plan templates to drive instruction and monitor student progress with grade level data sheets.

Category: English/Language Arts

Research Cited: Buffom A., Mattos M. & Weber, C., 2012. Simplifying Response to Intervention: Four Essential Guiding Principles. Bloomington, IN: Solution Tree.

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Tier: Tier 1

Activity - Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will offer intervention/enrichment to all students based on CCSS performance and grade level data sheets.	Direct Instruction	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	All teaching staff.

Strategy 3:

Tier 1 Reading - Through a partnership with Montcalm Area ISD (MAISD) and Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi), CMPS will build a Tier 1 Elementary Reading System. This model will:

- Build an infrastructure to help individual schools build the capacity to support the adoption and sustained use of research-validated instructional design and delivery, curriculum and assessment for ALL students.
- Ensure ongoing progress monitoring and instructional adjustments that allow for differentiated and individualized instruction for EACH student
- Improves reading achievement and prevents reading problems

The characteristics of a Elementary School Based Reading Model include:

- Routinely connected phonemic awareness instruction to other big ideas, versus teaching in isolation
- Go beyond the notion of phonics as the simple relationship between letters and sounds
- Build fluency in underlying reading skills and the reading of connected text
- Build vocabulary from the earliest levels by using a rich curriculum
- Support reading comprehension by focusing on the deep understanding of topics and themes rather than just a set of strategies

Category: English/Language Arts

Research Cited: MiBLSi (n.d.). Tier 1 Elementary Reading Systems [PowerPoint Slides]. Retrieved from

<http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/DistrictTrainingScopeSequence/Tier1ElementaryReadingSystems.aspx>

MiBLSi (n.d.). Tier 1 Secondary Reading Systems [PowerPoint Slides]. Retrieved from

<http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/DistrictTrainingScopeSequence/Tier1SecondaryContentAreaLiteracyDay1.aspx>

Tier: Tier 1

Activity - Tier 1 Reading PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SLT Reading Team will attend 2+ days of Tier 1 Elementary Reading Strategies Training provided by Kent ISD beginning in the Fall of 2016.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/29/2016	06/30/2017	\$1500	Title II Part A	Reading coach, Grade Level Reps, Building Principal, Reading team

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Activity - DIBELS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will be trained in DIBELS Next administration and data interpretation.	Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/29/2016	06/30/2017	\$0	No Funding Required	all teaching staff, curriculum director, building principal.
Activity - DIBELS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-1 staff will give all required grade appropriate DIBELS assessments to all students 3 times per year.	Academic Support Program	Tier 1	Implement	08/29/2016	06/30/2020	\$250	General Fund	principal, staff
Activity - K-1 Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The K-1 ELA curriculum team will meet for three days during the school year to continue to horizontally and vertically align the Michigan Reading Standards.	Curriculum Development	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$3186	General Fund	principal, ELA team, curriculum director

Measurable Objective 2:

A 5% increase of Kindergarten and First grade Economically Disadvantaged students will demonstrate a proficiency with a yearly increase by scoring in the core range as measured in Reading by 06/30/2020 as measured by Dibels Next benchmark testing.

Strategy 1:

Tier 2 and Tier 3 Reading Intervention - CME will implement a Tier 2 and Tier 3 Reading Intervention support system by increasing the intensity of instructional support.

“Increased intensity includes increased, supplemental time to the core curriculum, decreased group size, more feedback and meaningful practice opportunities.”

Students will be provided with the necessary skills “to be successful within Tier 1 core instruction.” Proficient readers need:

- Skills and knowledge to understand how speech sounds are related to print
- Ability to decode and decipher unfamiliar words
- Ability to read fluidly and effortlessly
- Sufficient background information and vocabulary to foster understanding
- Development of comprehension strategies to extract meaning from text
- Motivation to read

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Category: English/Language Arts

Research Cited: MiBLSi (n.d.). Tier 2/Tier 3 Managing Reading Interventions [PowerPoint Slides]. Retrieved from

<http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/DistrictTrainingScopeSequence/ManagingTier2Tier3LiteracyInterventions.aspx>

Daly, E.J., Chafouleas, S., & Skinner, C.H. (2005). Interventions for Reading Problems: Designing and evaluating effective strategies. NY: Guilford Press.

Tier: Tier 2

Activity - Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students identified as needing reading intervention will receive 15-30 minutes, 3-5 days per week of reading intervention support by a certified reading teacher.	Academic Support Program	Tier 2	Implement	08/29/2016	06/30/2017	\$145012	Title I Part A	Teachers and Principal.
Activity - Summer Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-1 students identified as red or yellow in DIBELS will be provided with 10 books to be read over the summer. Students will track their progress in a reading journal and support will be provided by a summer reading program coordinator. Cost is for books and coordinator.	Academic Support Program	Tier 2	Implement	06/13/2016	07/31/2016	\$6110	Other	summer reading coordinator, curriculum director
Activity - Explicit Instruction PD or Book Discussion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Title I and 31a Interventionists will attend Anita Archer's Explicit Instruction PD in Lansing in November 2016.	Professional Learning	Tier 2	Getting Ready	08/29/2016	06/30/2017	\$885	Title II Part A	principal, curriculum director
Activity - Reading Data Review Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data review team will meet to review all reading, math, and behavior data.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/30/2017	\$664	General Fund	at risk interventionists, state and federal programs director

Goal 3: All students at Central Montcalm Elementary will be Motivated Learners.

Measurable Objective 1:

demonstrate a behavior that is appropriate based on the positive behavior intervention support system by 06/30/2020 as measured by our SWIS data..

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Strategy 1:

Staff will begin implementation of School Wide Positive Behavior Intervention Support - All staff will develop and implement a proactive and positive approach to school and classroom management.

Category: School Culture

Research Cited: Sprick, R. (2009). CHAMPS: A Proactive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing.

Tier: Tier 1

Activity - Eric Jensen	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be learning the work of Eric Jensen. A book study will be done on his book "Teaching with Poverty in Mind." Teachers will be trained using the video series of Brain Based Teaching by Eric Jensen.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$0	No Funding Required	All staff

Activity - Discipline Policies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our proactive approach will be documented and shared with all stakeholders through the staff handbook and communications to parents. (SW-PBIS TFI Item Number 1.6)	Policy and Process, Behavioral Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	principal, SLT

Activity - Feedback and Acknowledgement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement a formal school-wide acknowledgement system and a continuum of consequences. (SW-PBIS TFI Item Numbers 1.8, 1.9, 1.12)	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	All staff

Activity - Student/Family/Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will redesign and administer surveys to stakeholders. (SW-PBIS TFI Item Number 1.11)	Community Engagement, Behavioral Support Program, Parent Involvement	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	SLT

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Activity - Faculty Involvement in Data-Based Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at least monthly to analyze academic and behavior data to drive instruction. (SW-PBIS TFI Item Numbers 1.10, 1.13)	Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	All staff

Activity - Fidelity Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SW-PBIS TFI will be administered 3-4 times. (SW-PBIS TFI Item Number 1.14)	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	Behavior Interventionist

Activity - Annual Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will evaluate our behavior program yearly. (SW-PBIS TFI Item Number 1.15)	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	SLT

Measurable Objective 2:

collaborate to reduce the number of behavior incidences of economically disadvantaged students by 06/30/2020 as measured by SWIS.

Strategy 1:

Tier 2 Behavior Intervention - It will provide additional time, support, and feedback to the small percentage of students who do not sufficiently respond to Tier 1 strategies.

Category: School Culture

Research Cited: MiBLSi (n.d.). TPBIS Tier 2: Targeted Interventions [PDF]. Retrieved from <http://miblsi.cenmi.org/LinkClick.aspx?fileticket=-6mbbwXJEYk%3D&tabid=2393>

Tier: Tier 2

Activity - Second Step	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Second Step Program for K-1 is a universal, classroom-based program designed to increase student school success and decrease problem behaviors by promoting social-emotional competence and self-regulation.	Behavioral Support Program	Tier 2	Monitor	08/29/2016	06/30/2017	\$1636	Title I Part A	Building interventionists, building principal
Activity - PBIS for Tiers 2 & 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will receive training on establishing systems, developing tools and resources to support Tier 2 behavior interventions.	Professional Learning, Behavioral Support Program	Tier 2	Getting Ready	12/08/2016	06/30/2017	\$3093	Title II Part A	SLT

Goal 4: All students at Central Montcalm Elementary will be proficient in Social Studies.

Measurable Objective 1:

80% of Kindergarten and First grade students will demonstrate a proficiency in academic vocabulary in Social Studies by 06/30/2020 as measured by grade level vocabulary assessments.

Strategy 1:

Tier 1-Social Studies - CME staff will develop a Tier 1 Science program which includes DOK aligned lessons and assessments for all students, instructional best practices including academic vocabulary, small group, formative feedback, and quality questioning.

"The Tier 1 instructional program is synonymous with the core reading or math curriculum that is typically aligned with state standards. The intent of the core program is the delivery of a high-quality instructional program in reading or math that has established known outcomes that cut across the skill development of the targeted area."

Category: Social Studies

Research Cited: Shapiro, E. S. (n.d.). Tiered Instruction and Intervention in a Response-to-Intervention Model. Retrieved April 12, 2016, from

<http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>

Tier: Tier 1

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Marzano's 6 steps for teaching academic vocabulary. PD for learning these strategies is listed under the math goal.	Direct Instruction	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	All staff, curriculum director

Goal 5: All students at Central Montcalm Elementary will be proficient in Science.

Measurable Objective 1:

80% of Kindergarten and First grade students will demonstrate a proficiency in academic vocabulary in Science by 06/30/2020 as measured by common academic vocabulary grade level assessments.

Strategy 1:

Tier 1-Science - CME staff will develop a Tier 1 Science program which includes DOK aligned lessons and assessments for all students, instructional best practices including academic vocabulary, small group, formative feedback, and quality questioning.

"The Tier 1 instructional program is synonymous with the core reading or math curriculum that is typically aligned with state standards. The intent of the core program is the delivery of a high-quality instructional program in reading or math that has established known outcomes that cut across the skill development of the targeted area. "

Category: Science

Research Cited: Shapiro, E. S. (n.d.). Tiered Instruction and Intervention in a Response-to-Intervention Model. Retrieved April 12, 2016, from <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>

Tier: Tier 1

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Marzano's 6 steps for teaching academic vocabulary. PD is listed under the math goal.	Direct Instruction	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	All staff