



School Improvement Plan

Birch Street Elementary School

Kalkaska Public Schools

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Kalkaska, MI 49646

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Birch Street Elementary School is located in the small, rural, Northern Michigan community of Kalkaska. This building houses Pre-K, K, 1st, 2nd, and 3rd grade. Student population is predominately white and of low socio-economic status; 59% of our district receives free and reduced lunch. Enrollment for the 2015/2016 year was 450. Enrollment has fluctuated due to job opportunities in the surrounding area.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

It is the vision of Birch Street Elementary School to create an instructional program that strengthens and equalizes the learning potential for all students. The mission of Birch Street Elementary School, We are a community of respectful, knowledgeable and caring learners focusing on global inquiry.

Beliefs Statement

It is the belief of Birch Street Elementary School that:

- *all students have the potential for learning
- *children come to our school from a variety of backgrounds that provides these children with different readiness levels for learning
- *through early intervention and a variety of instructional programs readiness levels can be equalized
- *through a strong team effort our school can be successful in its mission

These statements guide our instruction through the RTI process to support students at all academic levels.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

During the past five years Birch Street Elementary School has improved the Multi-Tiered System of Support (MTSS) program that has been in place for the past eight years. Improvements have taken place in the areas of data interpretation, staff development and intervention programs. Achievement scores continue to increase, but not as rapidly as originally expected. However, during this time period there has been an increase in the percentage of at-risk students within the building.

The staff is currently planning significant work in the area of new programming for the purpose of improving achievement in the core academic areas.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

There has been turnover in staff this past year due to enrollment changes within the district and retirements. The recruitment of new teachers has been very successful. Greater emphasis has been placed on moving to a system where all teachers will use the same curriculum maps and common assessments. Also, there will be a greater emphasis placed on communicating results to all stakeholders.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Communication with stakeholders takes place in a variety of ways. All School Improvement documents are placed on the district website. Stakeholder surveys are taken each year and analyzed for SIP planning purposes. Parent meetings take place throughout the school year. Meetings are held in conjunction with Parent/Teacher Conferences, Title I Parent meetings, Family Fun Nights and other events. Teaching staff have allocated time to work on the SIP during scheduled monthly staff develop and planning times as well as monthly School Improvement meetings. Also involved in the monthly School Improvement meetings are selected parents that represent each grade level. Parents are also asked to volunteer to work with the District Improvement Planning committee.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All stakeholder groups (teachers, support staff, parents and administrators) are involved through active group participation in Professional Learning Committee meetings, staff meetings, School Improvement meetings and District Improvement meetings.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The Kalkaska School District supports a district webpage. This webpage has a specific area that holds all School Improvement documents. The webpage link is conveyed to all stakeholders through newsletters, teacher newsletters - twice monthly, and our school Facebook and Twitter accounts.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Student enrollment has generally stayed the same. While the enrollment has fluctuated by only a few students, a number of transient students have been identified.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

For a majority of the student population, there are no challenges in relation to attendance. For a small segment of the population, a challenge of addressing the number of tardies and excessive absences can be identified.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Discipline referrals have remained steady. The main focus of such referrals seems to focus on specific, individual cases. Meeting the unique needs of such individuals has been a challenge.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Implementation of a new student messaging program will help to notify parents of excessive absences. A more aggressive approach has been taken toward excessive absenteeism/tardies. Behavior management systems have been implemented to better deal with behavioral issues.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The teaching staff and administration continue to grow in experience. This has led to having a great impact on student achievement

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The years of experience indicate a younger staff. These staff members have collaborated to improve their teaching techniques; having worked with peers to develop inquiry-based units of instruction. This will help to develop more critically thinking students, allowing them to improve their student achievement scores.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Increased school leader absences may result in a disruption to the flow of the classroom environment. Disciplinary actions that would normally be handled efficiently by school leaders, may disrupt the learning and achievement of the students.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Increased teacher absences may have a negative impact on student achievement. Substitute teachers may not follow teacher plans, or the same instructional practices as the teacher. Changes in routine may also negatively affect student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Professional Development absences could occur on non-school days. This would eliminate days away from instruction. Having qualified personnel in place when school leader is absent would help to keep the building running smoothly thereby limiting distractions to students.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Strengths include:

Standard 1: Purpose and Direction

Standard 2: Governance and Leadership

Standard 5: Using Results for Continuous Improvement

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Challenges:

Standard 4: Resources and Support Systems

12. How might these challenges impact student achievement?

If not enough resources are available, the ability to positively impact student achievement is hindered. Lack of resources may have a negative effect on staff preparation, and teaching ability.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Staff collaboration time will have to be budgeted into the school year, so grade levels can reflect on the implementation of their Unit Planners. This will be important in determining the effectiveness of the instructional material, allowing for proper adjustment to be made to improve upon the instruction. Along with this, proper resources will have to be gathered to ensure that the staff has the proper materials to best implement their units.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Intervention programs are offered outside of the dedicated special education time

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

We currently do not offer extended learning opportunities.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

We do not offer Extended Learning Opportunities at this time.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Unit Planners are created throughout out the district. These are developed through a vertical and horizontal collaborative effort. These allow for state content standards to be implemented with fidelity at the grade, and whole-elementary level.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Reading is the content area that has the highest level of student achievement.

19b. Reading- Challenges

Dealing with the yearly drop in reading level due to summer months. Student progress is hindered by this development.

19c. Reading- Trends

Students typically start the year very low. This has been attributed to the lack of reading over the summer. Through the use of evaluations, progress monitoring and interventions, students are able to recuperate from this loss. Many are able to make significant gains in their reading scores.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Through the use of student self monitoring, vocabulary instruction, small group instruction and Title 1 interventions these challenges will be addressed and supported.

20a. Writing- Strengths

Writing is not an area of strength.

20b. Writing- Challenges

Through common assessments and past state assessments, a lack of detail-oriented writing has been identified as a challenge.

20c. Writing- Trends

Students have preformed consistently low on state writing assessments.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Through the use of student self monitoring, vocabulary instruction, small group instruction, writer's workshop and frequent teacher feedback, these challenges will be addressed and supported.

21a. Math- Strengths

While scores have been historically low in the past, student math scores have been making steady gains according to our building aimsweb data.

21b. Math- Challenges

While students are make significant gains throughout the school year, transferring this knowledge over to the state assessment remains a challenge.

21c. Math- Trends

Current trends show students scores in aimsweb continuing to increase throughout the school year.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Through the use of student self monitoring, vocabulary instruction, the use of the Balanced Math framework, small group instruction and Title 1 interventions these challenges will be addressed and supported.

22a. Science- Strengths

NA

22b. Science- Challenges

NA

22c. Science- Trends

NA

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

23a. Social Studies- Strengths

NA

23b. Social Studies- Challenges

NA

23c. Social Studies- Trends

NA

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Survey results indicate that students at Birch Street Elementary have a high overall level of satisfaction in feelings of belonging and feelings that their teachers care about them.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Survey results indicate that students feel a low overall level of satisfaction with how they feel about how friendly other students are and how many friends they have at school.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

More collaborative work among students within the classroom. Team building strategies, and make new friends lesson will be provided at our weekly Monday Morning Meetings sessions.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents feel our academic programs are strong for low and average students but need improvement providing more advanced activities to meet the needs of gifted students. Parents also feel welcomed, informed, and secure in sending their children to Birch Street.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents request more help at home with reading and math programs. As the CCSS are structured, many parents have a hard time relating to the current methods in which Math is taught to the students. Request for more higher-leveled programs are also indicated.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Incorporation of higher-level thinking strategies into our specials classes (music & movement, art & math, science & technology). Advanced intervention programs will continue to be offered.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teacher/staff surveys indicate that most teachers feel we devote the right amount of time to standardized testing, our student expectations are very to moderately reasonable, and curriculum meetings are productive.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Teacher surveys indicate the lowest overall level of satisfaction in the amount of working technology available for students and staff.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Access to more technology has been steadily addressed over the course of last year. In order to best implement the technology, multiple technology training sessions are planned for the year.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The welcoming atmosphere of the building and staff.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Community has indicated problems with communication.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Communications have been shifted to a more social media oriented format. This will allow for quicker, more frequent, announcing of important information.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Teacher experience continues to grow. This, combined with greater collaboration, has shown an improvement in instruction; resulting in student improved achievement on standardized assessments and aimsweb assessments. Achievement has begun to improve across state assessments, but not as fast as we would like. Perception data indicates that improvements in communication need to be made, and efforts are in place to make this happen.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenges identified in the demographics, process and perception data that have been identified could have a negative effect on student achievement. These challenges can interfere with the learning environment making adequate student achievement difficult to obtain.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The challenges identified will be addressed throughout the objectives, strategies and activities of each goal. Proper implementation should help to reduce the negative effect of the identified challenges.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Common assessments (K-5), AIMSWEB (K-5), MSTEP (3-5), NWEA (4-5)	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	No	Not at this time due to the lack of State Assessments. The AER report will be produced once the State Assessments are released. The AER report will be located at the link below. http://www.kpschools.com/vnews/display.v/SEC/Birch%20Street%20Elementary	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	NA	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The district is in full compliance with all federal laws and regulations prohibiting discrimination in school programs, facilities or activities for which this institution is responsible.	Non-discrimination Policy

School Improvement Plan

Birch Street Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Karen Sherwood, Superintendent Kalkaska Public Schools 315 S. Coral St. Kalkaska, Michigan 49646 231 258 9109	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The school has a Parent Compact that is passed out to all parents at the beginning of the school year. Parents sign and return this document to the school.	Title 1 Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The CNA was conducted during staff, PLC, and school improvement meetings.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Students want to become successful academically, socially, and athletically. We provide many resources and opportunities for students to succeed. Mapping the common core state standards with our current reading, writing and math programs show that our math program will need additional resources and supplies to meet the new CCSS. The perception data concluded that stakeholders feel comfortable with staff members and enjoy volunteering at our school.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Goals are directly linked to low achieving academic areas based on standardized, formative and summative assessment scores.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Data from the whole school population was analyzed when determining goals. Title I support is incorporated into the goals to provide additional instruction for disadvantaged students in the areas of reading and math.

Component 2: Schoolwide Reform Strategies

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

Title I instructional staff (Title I teachers and paraprofessionals) offer academic support during intervention time. Intervention time is structured to reach all learners in all academic areas.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

All methods and strategies in the schoolwide plan are research-based. Birch Street Elementary has a fully implemented MTSS program to identify struggling students and provide them with the academic support needed.

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

The goals in reading, writing, and math were written based on the information from the CNA and were developed by the school improvement committee.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Birch Street offers daily intervention time based on student need. We have a variety of research-based intervention programs available for our Title I teachers and paraprofessionals to use. Disadvantaged students receive 3 tiers of instruction based on the MTSS model. Title I teachers provide tier 2 and tier 3 support to disadvantaged students.

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

All teachers meet at least 3 times per year to analyze standardized testing data of all students to determine if students' needs are being met and if a change in intervention is needed.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals meet the NCLB requirements regarding highly qualified status.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers meet the NCLB requirements for highly qualified status.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Birch Street Elementary School did not experience any staff turnover for the 15/16 school year.

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

At Birch Street Elementary 5% of the teachers have less than 1 year of experience, 15% of the teachers have 1-3 years of experience, 24% of the teachers have 4-10 years of experience, and 56% of the teachers have 11-20 years of experience.

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

Birch Street Elementary participates in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: scheduled professional development, an Instructional Coach to assist classroom teachers, common planning periods, bi-monthly PLC and grade level meeting times, up to date technology in all classrooms, and a fully implemented MTSS process. These programs all work toward improving and enhancing student and staff performance. The district offers a Master Teacher incentive for teachers with 15 or more years of service in the district.

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

Birch Street Elementary participates in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: scheduled professional development, an Instructional Coach to assist classroom teachers, common planning periods, bi-monthly PLC and grade level meeting times, up to date technology in all classrooms, and a fully implemented RTI process. These programs all work toward improving and enhancing student and staff performance. The district offers a Master Teacher incentive for teachers with 15 or more years of service in the district.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Access to TBAISD technology training and other PD offerings, such as, aimsweb implementation training, Math, Reading, and Writing curriculum meetings, Balanced Math training and Marzano Scales and Rubrics.

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

Professional Development is sustained and ongoing through monthly PLCs and grade level meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Birch Street Elementary Professional Learning Plan: All teachers will have access to: Access to TBAISD technology training and other PD offerings, such as, aimsweb implementation training, Math, Reading, and Writing curriculum meetings, Balanced Math training and Marzano Scales and Rubrics.	

Component 6: Strategies to Increase Parental Involvement

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

Birch Street's parental involvement program is in alignment with the state's Title I Standards (which can be found at www.kpschools.com). We currently focus on the following:

Encourage parents to become active through the PTO

School Improvement meetings are scheduled throughout the year and parents are invited to be a part of the School Improvement Team

Annual meetings and surveys are held to evaluate current programs

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

Parent/teacher conferences are held twice a year with average attendance over 86%. Surveys are given out at conferences to gather feedback. Information is analyzed and presented at the school improvement committee meetings to determine if any program changes need to be made. Parents also assist in determining the School Improvement Goals and developing the Parental Involvement Plan.

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

Parents are involved in the evaluation of school-wide plans by using sign-in sheets and parent/teacher evaluations. Online surveys are also available for parental feedback. Analysis of this data is used to adjust programming as indicated.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	The policy is located on our district website at: http://www.neola.com/kalkaskami/ We also have a school-wide parent involvement plan that is attached in the "School Additional Requirements Diagnostic" section of this report.	Parent Involvement Policy

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

The parent involvement activities will be implemented according to the district's plan as described below:

2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in

School Improvement Plan

Birch Street Elementary School

consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the District expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. will provide participating students' parents with:
 - 1. timely information about the Title I programs;
 - 2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
 - 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;
- E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
 - 1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
 - 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
 - 3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318, Elementary and Secondary Education Act of 1965

34 C.F.R. Part 200 et seq.

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

Information from sign-in sheets and surveys will be collected and analyzed during school improvement meetings to determine program effectiveness. Actions will be designed per stakeholder suggestions.

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

Information from sign-in sheets and surveys will be collected and analyzed during school improvement meetings to determine program effectiveness. Actions will be designed per stakeholder suggestions.

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

The compact was developed through the school improvement committee which consists of parents, teachers and administrators. This compact is analyzed and adjusted yearly based on feedback from all stakeholders.

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

The compact is reviewed and signed by all parties at the beginning of the year. It is reviewed again at fall and spring parent/teacher conferences as a reminder of the agreed upon goals.

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

NA

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Title 1 Compact

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

Standardized assessment results are sent home with a parent-friendly letter with descriptions of the tests as well as how to interpret the results. Teachers and administrators are available for additional support whenever needed.

Component 7: Preschool Transition Strategies

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

Birch Street Elementary's plan for connecting with preschool-age children includes the coordination of all early childhood programs and Kindergarten classes throughout Kaskaskia Public Schools. Our plan includes inviting local preschool programs to take part in school events and assemblies held at Birch Street Elementary throughout the school year.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Preschool teachers attend PLC meetings with all instructional staff. PD is provided through a cohort within the ISD. Preschool teachers provide workshops and training for parents.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Surveys are sent out annually to gather input from teachers about the use of school-based academic assessments.

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

Teachers analyze student achievement data at monthly PLC meetings. Results are discussed and changes to instruction made if deemed necessary.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

When MSTEP data is released, we use that month's PLC meeting to analyze the results. Students who do not score at the advanced or proficient level are placed in the appropriate intervention.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

All students are involved in flexible intervention groups. When MSTEP data becomes available, we use it, along with common assessment, formative and summative assessment data to regroup students as needed.

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

All students are involved in flexible intervention groups. When MSTEP data becomes available, we use it along with common assessment, formative and summative assessment data to regroup students as needed.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Programs are coordinated and integrated to achieve student goals based on the CNA of stakeholders. Birch Street Elementary implements an MTSS process which involves Title I part A services through Title I teachers, Title I paraprofessionals and a Title I Instructional Coach.

Team meetings are held to evaluate student progress and student interventions. General funds cover the cost of release time for the team meetings. The Instructional Coach then provides support through professional development revolving around instructional best practices.

List of State, local and Federal programs/resources to support the schoolwide program:

Title I, TitleVI
Parent Teacher Organization
Head Start
GSRP
ECSE
Free lunch and breakfast
Before/after school Latch Key
Teen Health Center
Mobile Dentist

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Title I resources are used to fund Title I teachers, class-size reduction teachers, paraprofessionals and the Instructional Coach. Title I teachers and paraprofessionals provide small group intervention instruction to low-achieving students. Class-size reduction teachers receive additional training and provide unique instruction to their students. the Instructional Coach provides professional development and support to staff revolving around instructional best practices. These programs are monitored yearly through the CNA.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Free breakfast and lunch is provided to all students. Before and after school Latch Key is provided to families in need. The Teen Health Center provides additional nutritional programs which promote healthy food choices. A mobile dentist arrives twice a year to provide free dental services to students. All of these programs support our students in the achievement of academic goals.

Evaluation:

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

Twice a year parents complete surveys; staff and community complete surveys annually. These surveys consist of questions about programming and are designed to illicit feedback from all stakeholders. The School Improvement Committee evaluates the surveys to assist them in the development of the schoolwide goals.

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

When MSTEP data is released the following PLC is used to analyze results. Common assessments are given at each grade level and are analyzed during grade level meetings to evaluate the results of the schoolwide program.

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

Progress monitoring and common assessments are utilized to measure the effectiveness of the schoolwide program. Through analysis of these items, the school determines the progress made by the low-achieving students in achieving the standards.

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

Upon evaluation through formative assessments, common assessments, and progress monitoring, the program's effectiveness is assessed. Student performance in general education classes, and their ability to implement skills and strategies from the additional support they receive is assessed as well. Grade level meetings, PLC meetings and child study meetings serve as an avenue for staff discourse. These systemic practices are used to determine the effectiveness of the program in meeting the needs of students.

16/17 Goals

Overview

Plan Name

16/17 Goals

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 improve achievement scores in math.	Objectives: 1 Strategies: 7 Activities: 9	Academic	\$158975
2	All students will improve achievement scores in reading.	Objectives: 1 Strategies: 6 Activities: 11	Academic	\$158975
3	All students will improve achievement scores in writing.	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$28242
4	All students will improve achievement scores in science.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0
5	All students will improve achievement scores in social studies.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0

Goal 1: All students will improve achievement scores in math.

Measurable Objective 1:

A 12% increase of All Students will demonstrate a proficiency on state assessments in Mathematics by 06/16/2017 as measured by the State Assessment.

Strategy 1:

Vocabulary Instruction - Teachers will incorporate math vocabulary into all content areas where appropriate.

Category: Mathematics

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate common core math vocabulary into daily lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teachers

Strategy 2:

Student Self Reporting - Staff will utilize skills/goals according to the common core and other resources and have students report on their overall progress.

Category: Mathematics

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Student Self Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will self-monitor their overall progress toward the academic learning goal.	Technology, Monitor, Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration, teachers, and students

Activity - Learning Goals and Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Birch Street Elementary School

Students will keep track of their overall progress on Marzano's Learning Goals and Scales through teacher implementation of the TBAISD Marzano Scales and Rubrics.	Technology , Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Other	Administration, teachers and students
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Strategy 3:

Authentic Problem Solving - Teachers will incorporate mathematical problem solving into all content area.

Category: Mathematics

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Balanced Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include the poster method, mental math and/or math review into their math instruction.	Technology , Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All administration and teaching staff. Administrators will evaluate all teachers by direct observation and walk-through fidelity checks to monitor for implementation.

Activity - Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Birch Street Elementary School

Teachers will incorporate authentic problem solving into all content areas.	Technology , Walkthrough, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All administration and teaching staff. Administrators will evaluate all teachers by direct observation and walk-through fidelity checks to monitor for implementation.
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Strategy 4:

Summative Assessment - Teachers will incorporate authentic summative assessments within each unit.

Category: Mathematics

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize math journals to interact with math vocabulary.	Evaluation, Technology	Tier 1		09/06/2016	06/16/2017	\$0	No Funding Required	Administration, teaching staff, and students

Strategy 5:

Title 1 Teachers - Title 1 teachers will provide small group instruction to underachieving students.

Category: Mathematics

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 2

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title 1 teachers will use research-based intervention programs to support underachieving students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$81195	Title I Part A	Title 1 teachers
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Strategy 6:

Title 1 Paraprofessionals - Title 1 Paraprofessionals will provide small group instruction during intervention time.

Category: Mathematics

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 2

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Paraprofessionals will use research-based strategies to support student learning.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$49526	Title I Part A	Title 1 Paraprofessionals

Strategy 7:

Instructional Coach - The Instructional Coach will work with teachers to improve the quality of teaching.

Category: Mathematics

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will provide professional development using micro-teaching strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$28254	Title II Part A	Instructional Coach

Goal 2: All students will improve achievement scores in reading.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 06/16/2017 as measured by State Assessment.

Strategy 1:

Vocabulary Instruction - All staff will include vocabulary instruction to improve reading comprehension of passages containing taught content area words.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

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Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff
Activity - Common Core Vocabulary Lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the Common Core vocabulary lists and the SAT vocabulary lists into current curriculum maps.	Technology , Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff
Activity - Vocabulary Word Wall/Vocabulary Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Strategy 2:

Reading Across Content Areas - All staff will include reading instruction and practice into their classrooms. This will support a more comprehensive approach to reading, along with a deeper understanding of the overall content within each content area.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Reading Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers throughout all content areas will incorporate reading strategies and practice within their daily lessons.	Direct Instruction	Tier 1		09/06/2016	06/16/2017	\$0	No Funding Required	Administration, teachers, staff and students
Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Instructional time will be devoted to Guided Reading	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff
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Strategy 3:

Title 1 Teachers - Title 1 teachers will provide small group instruction to underachieving students.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 2

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 teachers will use research-based intervention programs to support underachieving students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$81196	Title I Part A	Title 1 teachers

Strategy 4:

Title 1 Paraprofessionals - Title 1 Paraprofessionals will provide small group instruction during intervention time.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 2

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Paraprofessionals will use research-based strategies to support student learning.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$49525	Title I Part A	Title 1 Paraprofessionals

Strategy 5:

Instructional Coach - The Instructional Coach will work with teachers to improve the quality of teaching.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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The Instructional Coach will provide professional development using micro-teaching strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$28254	Title II Part A	Instructional Coach
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Strategy 6:

Comprehension Skills - All students will use strategies to interact with any given text to increase comprehension.

Category: English/Language Arts

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily 5 will be implemented through 5th grade. These reading frameworks support students by providing time to practice the skills and strategies necessary to interact with new text.	Curriculum Development, Technology, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Activity - Independent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided time to read for enjoyment. Books will be self-selected.	Implementation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff across all content areas will use a variety of graphic organizers to support students reading comprehension. Examples include, but not limited to, KWL, T-Charts, and Venn Diagrams.	Technology, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Goal 3: All students will improve achievement scores in writing.

Measurable Objective 1:

A 13% increase of All Students will demonstrate a proficiency in writing in English Language Arts by 06/16/2017 as measured by State Assessment.

School Improvement Plan

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Strategy 1:

Writing Programs - Teachers will use writing programs that teach strategies for planning, revising, and editing writing.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Writing Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide frequent feedback to students on the overall quality of writing. Feedback, along with instruction, will create a common vocabulary that will give teachers and students a meaningful way to engage in dialogue which will improve written products.	Technology Communication	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration, teaching staff, and students

Strategy 2:

Direct Instruction - Teachers will incorporate direct instruction into writing lessons.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will incorporate a writers workshop model into their instructional program.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Strategy 3:

Feedback - Using individual writing conferencing, teachers will provide feedback to students about their writing. Students will provide feedback to teachers about their understanding of the writing process.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will encourage all students to take control of their learning. All students will gain a greater understanding of the writing process through self-analysis of their writing skills.	Communication	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration, teaching staff, and students
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Activity - Informal Register to Formal Register	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students in analyzing the type of writing register being used. Additional support will be provided to the students that are using an informal register, with the overall goal being to transition to a formal register.	Monitor, Direct Instruction, Communication	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Strategy 4:

Instructional Coach - The Instructional Coach will work with teachers to improve the quality of teaching.

Category: English/Language Arts

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will provide professional development using micro-teaching strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$28242	Title II Part A	Instructional Coach

Strategy 5:

Writing Across Content Areas - All staff will include writing instruction and practice into their classrooms. This will support a more comprehensive approach to writing, the writing process, and a deeper understanding of the overall content within each content area.

Category: English/Language Arts

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Writing Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers throughout all content areas will incorporate writing strategies and practice within their daily lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Goal 4: All students will improve achievement scores in science.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on common assessments in Science by 06/16/2017 as measured by common assessments.

Strategy 1:

Student Self Reporting - Teaching staff will receive professional development in developing units of study and reflection. Students will learn how to be accurate in the self-reflection of their skill levels and overall achievement and will gain the ability to communicate their reflections with teachers and peers.

Category: Science

Research Cited: Kuncel, Crede and Thomas 2005 - John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching staff will collaborate after examination of the Michigan Science Standards to determine the cross cutting concepts necessary for advancement in the content; the teaching staff will then create reflection sheets for student data collection and reporting.	Technology , Communication	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration, teaching staff and students

Strategy 2:

Vocabulary Programs - All staff will include vocabulary instruction to improve reading comprehension of passages containing taught content area words.

Category: Science

Research Cited: Stahl and Fairbanks, 1993 - John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will model and use cognitive strategies such as summarizing, questioning, clarifying and predicting. Students will take turns sharing information and developing a dialogue in these activities.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Activity - Michigan Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will incorporate the Michigan Science Standards vocabulary lists into current curriculum maps.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff
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Activity - Vocabulary Word Wall/Vocabulary Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Direct Instruction, Communication	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Strategy 3:

Summative Assessment - Teachers will incorporate authentic summative assessments within each unit.

Category: Science

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Evaluation, Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Strategy 4:

Data Analysis - Students will learn how to analyze data within complex charts and graphs in relation to content areas.

Category: Science

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include strategies for data analysis and use of complex charts and graphs within the content area.	Technology, Academic Support Program, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Goal 5: All students will improve achievement scores in social studies.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on common assessments in Social Studies by 06/16/2017 as measured by common assessments.

Strategy 1:

Student Self Reporting - The teaching staff will receive professional development in the skills necessary for student self-reporting. These skills will be taught to all students.

Category: Social Studies

Research Cited: Kuncel, Crede, Thomas, 2005 - John Hattie, 2009

Tier: Tier 1

Activity - Student Self Reporting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching staff will create a list of required skills and will develop a student record sheet. Students will record their assessment results at regular intervals throughout the school year.	Evaluation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Strategy 2:

Vocabulary Programs - All staff will include vocabulary instruction to improve reading comprehension of passages containing taught content area words.

Category: Social Studies

Research Cited: Stahl and Fairbanks (1986), Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Activity - Grade Level Content Expectations Vocabulary Lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will incorporate the GLCE's vocabulary lists and the into current curriculum maps.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff
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Activity - Vocabulary Word Wall/Vocabulary Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Strategy 3:

Summative Assessment - Teachers will incorporate authentic summative assessments within each unit.

Category: Social Studies

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Evaluation, Curriculum Development, Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching staff

Strategy 4:

Data Analysis - Students will learn how to analyze data within complex charts and graphs in relation to content areas.

Category: Social Studies

Research Cited: Stahl and Fairbanks, 1986, Hattie, Visible Learning 2009

Tier: Tier 1

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include strategies for data analysis and use of complex charts and graphs within the content area.	Curriculum Development, Technology, Direct Instruction	Tier 1		09/06/2016	06/16/2017	\$0	No Funding Required	Administration and teaching 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
Learning Goals and Scales	Students will keep track of their overall progress on Marzano's Learning Goals and Scales through teacher implementation of the TBAISD Marzano Scales and Rubrics.	Technology , Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration, teachers and students

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Independent Reading	Students will be provided time to read for enjoyment. Books will be self-selected.	Implementation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Performance Tasks	Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Evaluation, Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Guided Reading	Instructional time will be devoted to Guided Reading	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Direct Instruction	The teachers will incorporate a writers workshop model into their instructional program.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Vocabulary Development	All staff will model and use cognitive strategies such as summarizing, questioning, clarifying and predicting. Students will take turns sharing information and developing a dialogue in these activities.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff

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Problem Solving	Teachers will incorporate authentic problem solving into all content areas.	Technology , Walkthrough, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All administration and teaching staff. Administrators will evaluate all teachers by direct observation and walk-through fidelity checks to monitor for implementation.
Data Analysis	Teachers will include strategies for data analysis and use of complex charts and graphs within the content area.	Curriculum Development, Technology , Direct Instruction	Tier 1		09/06/2016	06/16/2017	\$0	Administration and teaching staff
Michigan Science Standards	Teachers will incorporate the Michigan Science Standards vocabulary lists into current curriculum maps.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Daily 5	Daily 5 will be implemented through 5th grade. These reading frameworks support students by providing time to practice the skills and strategies necessary to interact with new text.	Curriculum Development, Technology , Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Vocabulary Word Wall/Vocabulary Journals	Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Student Self Monitoring	Students will self-monitor their overall progress toward the academic learning goal.	Technology , Monitor, Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration, teachers, and students

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Grade Level Content Expectations Vocabulary Lists	Teachers will incorporate the GLCE's vocabulary lists and the into current curriculum maps.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Writing Development	Teachers throughout all content areas will incorporate writing strategies and practice within their daily lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Vocabulary Development	Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Graphic Organizers	Staff across all content areas will use a variety of graphi organizers to support students reading comprehension. Examples include, but not limited to, KWL, T-Charts, and Venn Diagrams.	Technology , Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Vocabulary Development	Teachers will provide definitions and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Reflection	The teaching staff will collaborate after examination of the Michigan Science Standards to determine the cross cutting concepts necessary for advancement in the content; the teaching staff will then create reflection sheets for student data collection and reporting.	Technology , Communication	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration, teaching staff and students
Feedback	Teachers will encourage all students to take control of their learning. All students will gain a greater understanding of the writing process through self-analysis of their writing skills.	Communication	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration, teaching staff, and students
Vocabulary Word Wall/Vocabulary Journals	Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Informal Register to Formal Register	Teachers will assist students in analyzing the type of writing register being used. Additional support will be provided to the students that are using an informal register, with the overall goal being to transition to a formal register.	Monitor, Direct Instruction, Communication	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff
Performance Tasks	Learning experiences and students' demonstration of learning (formative assessments) will include performance tasks within each unit.	Evaluation, Curriculum Development, Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration and teaching staff

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Student Self Reporting	The teaching staff will create a list of required skills and will develop a student record sheet. Students will record their assessment results at regular intervals throughout the school year.	Evaluation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administrati on and teaching staff
Reading Development	Teachers throughout all content areas will incorporate reading strategies and practice within their daily lessons.	Direct Instruction	Tier 1		09/06/2016	06/16/2017	\$0	Administrati on, teachers, staff and students
Data Analysis	Teachers will include strategies for data analysis and use of complex charts and graphs within the content area.	Technology , Academic Support Program, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administrati on and teaching staff
Vocabulary Instruction	Teachers will incorporate common core math vocabulary into daily lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administrati on and teachers
Performance Tasks	Students will utilize math journals to interact with math vocabulary.	Evaluation, Technology	Tier 1		09/06/2016	06/16/2017	\$0	Administrati on, teaching staff, and students
Writing Programs	Teachers will provide frequent feedback to students on the overall quality of writing. Feedback, along with instruction, will create a common vocabulary that will give teachers and students a meaningful way to engage in dialogue which will improve written products.	Technology , Communic ation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administrati on, teaching staff, and students
Balanced Math	Teachers will include the poster method, mental math and/or math review into their math instruction.	Technology , Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All administrati on and teaching staff. Administrat ors will evaluate all teachers by direct observation and walk-through fidelity checks to monitor for implementa tion.

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Common Core Vocabulary Lists	Teachers will incorporate the Common Core vocabulary lists and the SAT vocabulary lists into current curriculum maps.	Technology , Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administrati on and teaching staff
Vocabulary Word Wall/Vocabulary Journals	Teachers will introduce new vocabulary and provide definitions and contextual information to assist students in a deeper understanding of the new vocabulary. The new vocabulary will be recorded on a Word Wall or in a student's Vocabulary Journal for ease of recall.	Direct Instruction, Communication	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administrati on and teaching staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small group instruction	Title 1 teachers will use research-based intervention programs to support underachieving students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$81196	Title 1 teachers
Small group instruction	Title 1 Paraprofessionals will use research-based strategies to support student learning.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$49526	Title 1 Paraprofessionals
Small group instruction	Title 1 teachers will use research-based intervention programs to support underachieving students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$81195	Title 1 teachers
Small group instruction	Title 1 Paraprofessionals will use research-based strategies to support student learning.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$49525	Title 1 Paraprofessionals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	The Instructional Coach will provide professional development using micro-teaching strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$28242	Instructional Coach
Professional Development	The Instructional Coach will provide professional development using micro-teaching strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$28254	Instructional Coach
Professional Development	The Instructional Coach will provide professional development using micro-teaching strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$28254	Instructional Coach