School Improvement Plan

Cedar Crest Elementary School

Greenville Public Schools

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Greenville, MI 48838-2006
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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.
Improvement Plan Assurance
Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

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<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>We used our template from last year and updated based on information and needs from program evaluation and PBIS</td>
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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?

Surveys were completed by staff, students, parents, and community members. Data was retrieved through multiple measures of assessment. The data was analyzed to look for strengths, areas of improvement, and patterns from current and past years.

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?

Through the review of parent, student and staff perception data is was apparent that the welcoming, caring school environment is the biggest strength at Cedar Crest Elementary. While looking at the same data, communication and understanding of our schools purpose statement appears to be an area for needed improvement. Staff felt like communication needed to be more plentiful and collaborative within the building and at the district level. Parents shared the concern that there needed to be more teacher initiated communication and that they needed to be informed of their student's achievement more often throughout the school year.

Our student achievement data increased in third and fourth grade of state standardized testing in the area of ELA; however, fifth grade scores dropped. One conclusion is that a focus needs to be made on instructional practices that can span all content areas, specifically math. Given that we saw a drop in all grade levels in math this work needs to happen along with content specific professional development.

The demographic data at Cedar Crest has remained constant. The building has a 68% free and reduced lunch rate. The classroom demographics have changed slightly as a result of the building's cognitively impaired classroom being changed. Several students from the classroom have been mainstreamed into the general education classrooms. The building also house an ISD ASD classroom. Inclusion opportunities are also provided to these students.

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.

School goals are written for the academic areas in which we see a need for focus (mathematics, reading, and school culture). School goals are also written to close the subgroup performance. Goals were intentionally written to improve tier one and tier two instruction.

The goals reference the use of multiple data sets to draw conclusions and to assess future performance. For each goal area, there are multiple formative and summative assessments given as a way to monitor progress toward the goal.

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?

Goals were intentionally written to improve tier one and tier two instruction. School goals are also written to close the subgroup performance.
Component 2: Schoolwide Reform Strategies

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

For each goal area, there is a strategy to improve student performance by improving Tier I instruction.

Student progress is monitored through data analysis which happens through PLC meetings each week, in addition to grade level problem solving meetings each trimester. Adjustments to instruction are made based on the data.

All students are placed in the educational setting that offers them the most support and academic challenge. Students who were once in the cognitively impaired classroom are mainstreamed into the general education classrooms with resource support. Students who are in the ASD classroom are mainstreamed into the general education classrooms based on individual student needs.

The staff at Cedar Crest Elementary uses the workshop approach to instruction. This approach allows for natural differentiation within the classroom.

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).

For each goal area, there are strategies to improve tier one and tier two instruction. These strategies include professional development, using data to guide instruction and provide Title supports, team teaching, and using the model of gradual release through the workshop format for instruction. Staff is very mindful of maintaining as many instructional minutes as possible.

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

Our data shows that there is a need to increase student performance in all areas, with an emphasis on mathematics. Given that we have an overall deficit in instruction, Tier I instruction needs to be focused on in academics and Tier 2 for behavior.

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.

The building uses weekly PLC data and grade level problem solving meeting conversations to identify students who at need of the most instructional support. Students' progress is monitored to adjust instruction as necessary. The building also hold a Child Study meeting every four weeks. This team looks at the emotional and behavioral supports needed to ensure academic success for struggling students.

In every content area, we have included a strategy to provide Tier II instruction to students. Students who are the most need for instructional support receive small group targeted instruction during interventions. Students who receive target instruction, receive this instruction from a highly qualified staff member. The rest of the student population is receiving support at their instructional level (at or above grade level) in
small groups.

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

The building uses PLC data meetings and grade level problem solving meetings to identify students who at need of the most instructional support. Students' progress is monitored to adjust instruction as necessary. The teams meets to evaluate student progress and make programing changes when necessary. The building also hold a Child Study meeting every four weeks. This team looks at the emotional and behavioral supports needed to ensure academic success for struggling students.
## Component 3: Instruction by Highly Qualified Staff

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<td>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?</td>
<td>100% of the instructional paraprofessionals are highly qualified, as documented with an Associated Degree, 60 undergraduate hours (college level— university, college, junior college, and/or community college) or WorkKeys Assessments proficiency in reading, writing, and mathematics.</td>
<td>Yes</td>
<td>NOTE: A schoolwide program must have all highly qualified instructional staff.</td>
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<td>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?</td>
<td>100% of the teachers meet the criteria to be highly qualified. They all possess at least a Bachelor's degree and full state certification and show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification (M.T.T.C.), a graduate degree, course work that is equivalent to an undergraduate major in any subject area directly related to elementary teacher, or achieve National Board Certification, or credentialing in any subject(s) or an appropriate development level(s), or the High Objective Uniform State Standard of Evaluation (H.O.U.S.S.E.).</td>
<td>Yes</td>
<td>NOTE: A schoolwide program must have all highly qualified instructional staff.</td>
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Component 4: Strategies to Attract Highly Qualified Teachers

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

Cedar Crest Elementary had two professional staff retirements; therefore requiring the hiring of two new staff members. We additionally also hired a part time resource room teacher and teacher consultant to assist with the behavior needs within the building.

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

Over 70% of the teaching staff at Cedar Crest Elementary have been teaching for over 15 years.

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

The Professional Learning Community is consulted to make input into the needs and wants of the position to be filled. Internal and external postings are made to colleges, universities, online, and to surrounding districts. A team approach is used for the interview process, and collaboration is valued as hiring recommendations and decisions are made.

Induction programs to integrate new hires into the system ensure success. New teachers flourish in our professional culture that encourages collaboration across experience levels through Professional Learning Communities (PLC). Some of the programs new hires experiences include: new teacher orientation, monthly seminars addressing typical concerns of new staff, an Individualized Development Plan (IDP) which is developed with the building principal, principal support and monitoring of progress toward IDP goals, mentoring by a paid veteran teacher for a full year, observing the mentor teacher and reflecting upon their experience training for district curriculum expectations, DRT (RTI) and child study processes are available to support all students and teachers.

In addition, state of the art technology is available to all staff and students. Competitive salary and health benefits attract and retain highly qualified staff. Opportunities to participate on curriculum study and implementation committees at the building, district, and ISD level exist to build leadership capacity of staff.

The collaborative atmosphere of the building has contributed to the building’s ability to retain our high quality teachers.

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

The Professional Learning Community is consulted to make input into the needs and wants of the position to be filled. Internal and external postings are made to colleges, universities, online, and to surrounding districts. A team approach is used for the interview process, and collaboration is valued as hiring recommendations and decisions are made.

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In addition, state of the art technology is available to all staff and students. Competitive salary and health benefits attract and retain highly qualified staff. Opportunities to participate on curriculum study and implementation committees at the building, district, and ISD level exist to build leadership capacity of staff.

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?

Cedar Crest does not have a high turnover rate.
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.

The staff will receive professional learning on the adopted reading core curriculum and PBIS initiatives. The professional learning will include teaching strategies, student work samples, education on the development of skills in each unit: within the grade level, and across grade levels (including how to provide extension and interventions) and time to collaborate/reflect around teaching practices.

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

- The professional learning is sustained and ongoing by making sure that a common thread is carried through all professional development that takes place.
- Our district professional learning uses a model of continuous learning with teacher choice.
- PLC are ongoing throughout the year
- An instructional staff is on staff and helps teachers reflect on practice
- Trainings are discussed at monthly staff meetings
- Content unit trainings will take place throughout the school year, directly before the unit will be taught

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<td>3. The school's Professional Learning Plan is complete.</td>
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<td>Yes</td>
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1. Describe how parents are (will be) involved in the design of the schoolwide plan.

All parents will be given the opportunity to take the perception survey. Parents sit on our planning committee at the building and district level. The parents who are involved in the design of our plan communicate with other parents in the community.

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

Parents are critical to the implementation of our school plan. Parents volunteer in the building and attend involvement activities we host. Parents also offer feedback, both formally and informally, throughout the school year. Parent involvement and education components are intentionally written into the school involvement plan.

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

Parent give input and evaluate the school plan through the online perception survey. Parents are also invited to attend our school improvement meetings where continuous evaluation of the plan is happening. Parents help us analyze data to make changes in programming accordingly through the building and district school improvement process.

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

School staff annually shares the State's content expectations and district curriculum with parents, the state's annual assessment (MSTEP) with parents, and information on how we as a building monitor and report on their child's progress.

a) Core Curriculum standards sheet available and reviewed with parents at each grade level during curriculum night and at parent teacher conferences.

b) Assessment data explained and reviewed at parent teacher conferences.

c) Report cards are sent home each trimester.

d) Progress reports sent on a more frequent basis as deemed necessary by the parent or teacher.

e) Synergy parent portal accessible to parents (moving towards implementation in this area).

f) Core curriculum for each grade level and subject available via district websites.

g) Title I progress reports for at-risk students as determined by the building data review process. Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

These include:
a) Lending Library - parent resources available for check out from teachers, intervention specialist, and/or media center.

b) Family involvement opportunities in the core subject areas to promote understanding of, celebrate achievement, and further the capacity of parents in supporting students at home. This sometimes looks like family involvement activities in the evening and other times is embedded into what we do during the school day. (For example, an engineering evening family event vs. a during the school day writer’s celebration tea.)

c) Home Extensions- parents and students will have an opportunity to participate in online extension activities (Example: Raz-Kids or Moby Max)

On-going professional development for staff on effective ways to increase parent involvement occurs annually.

a) Teachers receive guidance in what works with parents and how to engage them in their child’s learning and are updated throughout the year with new or innovative ways to reach out to parents via staff meetings and/or PLC day time.

b) Share feedback from parent surveys and work to improve identified gaps in needs voiced vs. needs being met.

c) Parent feedback from Parent Teacher Conferences is utilized to reassess and improve our communication on the classroom level.

Coordination with other programs for parent involvement includes:

a) Parent Teacher Organization
b) District Technology Committee
c) School Improvement Team
d) District School Improvement Team
e) Community Mental Health
f) Local Law enforcement
g) ISD - teacher consultant, autistic consultant, etc.
i) School Board
j) Preschool program options - transitional strategies, meetings, and visits.
k) Greenville Middle School - transitional strategies, meetings, and visits.

Information is shared with parents in a language and format they can understand. Examples include:

a) Interpreters provided as needed for Parent Teacher Conference Nights, Back to School nights, Kindergarten Registration, IEPs, etc.

b) Forms are modified in home language when needed.

c) Parent friendly language is used in classroom and building newsletters.

Parents are provided with other reasonable support such as:

a) School Improvement Team - has an ongoing parent members/participation
b) Title I Parent meeting
c) Open House Night
d) Home Extension Opportunities
e) Volunteer and Mentor opportunities
f) PTO monthly meetings
g) transportation to meetings and childcare as necessary to attend meetings

Staff provide opportunities for full parent participation in activities by providing a barrier free environment for full and equal access to all families. Cedar Crest Elementary accommodates for limited English needs as necessary or requested at meetings and events. We work to provide opportunities for economically disadvantaged or migratory families to have transportation through the local transit system as needed to attend meetings and events. We are fortunate that our district, Greenville Public Schools, has an "Opportunities for Success" fund that
helps us meet the various needs of these families on a case by case scenario.

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

The parent involvement component will be evaluated through sign-in sheets, surveys and meetings.

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

The staff will use the data collected through the evaluation to make appropriate changes to the schoolwide program. The staff look for areas families need more support in, based on feedback and performance data, and provide specific information/strategies.

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

The compact was developed through staff, parent and student collaboration.

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

The compact is reviewed multiple times throughout the year, one time being at conferences. Parents, students and staff are all committed together to this working agreement.

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

N/A

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<td></td>
<td>The School's School-Parent Compact is attached.</td>
<td>No</td>
<td>The schools School-Parent Compact is heavily PBIS based. Copies are available to all parents in the office.</td>
<td>No</td>
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11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Our report cards are standards based. Parents walk away with a good understanding of how their children look as learners, not just with a letter grade. At the end of the first trimester, teachers meet with parents to discuss student academic assessment results. Progress reports are also sent home for some students in the same way.

If the parents’ home language is something other than English, an interpreter is made available for face-to-face interactions and documents
are interpreted into the necessary language.
1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

There are several preschool to kindergarten transition activities for parents and students to help ease the transition into kindergarten. The Great Start School Readiness Collaborative meets quarterly to discuss best practices and kindergarten expectations. Incoming kindergarteners have an opportunity to visit and tour the school in April. Kindergarten "Ambassadors" will help tour in-coming kindergarteners during the visit in April and give new students information about what kindergarten is like.

Kindergarten registration takes place in April. Advertising for this is done through the local newspapers, The School House News (district publication), through building and classroom newsletters and online. Kindergarten registration has representatives from food service, transportation, secretaries, administration, and teachers to answer questions students and families may have. Speech, vision, hearing, social and academic screening for all entering kindergarten students are provided at Kindergarten Registration. Kindergarten students will participate in a practice bus run in August.

Kindergarten teachers present kindergarten expectations, curriculum and the registration process each spring to Head Start and area day care centers/providers.

Kindergarteners will attend a separate open house in the fall that will address the expectations and concerns regarding the student's first school experience. Greenville Public Schools provides a staggered start for incoming kindergarteners. This enables teachers to better meet the needs of students and parents the first couple of days of school.

GPS also provides two in-district preschool programs. The Early Childhood Developmental Delay program services speech and language impaired students who reside within the district. Great Start School Readiness, in collaboration with Head Start, offer a preschool program for "at-risk" students. Both of these programs help to prepare preschool students for the academically, socially, and emotionally demands of kindergarten. The students who attend these preschools become familiar with the building, staff and routines.

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?

The Great Starts Readiness preschool program provides parent training on various topics throughout the school year. Many of these sessions provided include informing parents of and giving them strategies to support their child(ren) in obtaining the skills necessary for kindergarten. The Great Starts School Readiness Collaborative meets quarterly to discuss training for parents, best practices, and kindergarten curriculum and expectation.

The Great Starts Parent Collaborative meets monthly and consists of community members and parents who discuss topics that include kindergarten readiness skills.
Kindergarten expectations are reviewed with parents at kindergarten registration. This takes place in the April before the student will attend school.
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?

Teachers are actively involved in making assessment decisions. District Professional Learning Communities are given time and resources to develop common assessments in each core area based on state guidelines. Teachers will be involved in developing new common assessments around the Common Core. Professional development time is/will be provided to develop and assess effectiveness of these assessments.

A group representing teachers, parents, and administrators work collaboratively to develop the District Assessment Schedule. The district team then takes the suggested assessment and time-line back to the local buildings for staff input prior to adoption and implementation.

The District is implementing Synergy, which is a data warehouse and learning system utilized by staff and administration. Data can be accessed by teachers and parents to drive instruction and plan interventions/differentiation for meeting the needs of all students. Data can also be used to track students over time.

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

Teachers meet weekly at grade level PLC meetings to engage in ongoing analysis, adjusting, and integrating lessons and activities to meet student needs, as well as time throughout the year to meet as a grade level across the district during PLC days. Teachers review multiple form of data such as MSTEP and district assessments to review student achievement.

Staff meets every trimester in a Data Review Team (RTI), across grade levels, to plan differentiated instruction for all students. A major piece of this planning is to look at all available student data and to analyze it.
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.

As STAR and MSTEP data becomes available, it is analyzed by teachers and classroom instruction is modified accordingly. Teachers collaborate on a building level and also in district level Professional Learning Communities to assess for commonalities and to determine effectiveness of Tier 1 instruction. If students who are not proficient on the STAR and MSTEP and are not receiving support through special education services or interventions, the MTSS (DRT/Child Study) process would be initiated.

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?

Data is analyzed at set intervals and instruction is planned accordingly. Between data analysis intervals, progress monitoring is done to make sure that the student is making progress in their current instructional program. Teachers and constantly using formative assessment to drive and adjust daily instruction for all students.

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

The method of gradual release is used in the classroom. The workshop model is used to allow teachers to differentiate through their conferencing with students. Teachers use flexible grouping to enable for differentiated instruction.
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.

Cedar Crest Elementary coordinates and integrates funds from Title IA, Title IIA, Title IID, Title III, 31A at-risk, Parent Teacher Association Funds, and district general funds to support a variety of programs. Each of these programs are intended to provide staff, parents and students with the skills and resources necessary to be successful in their educational role. Student needs are determined by data, programs and resources are planned and funds are utilized to meet the needs of at-risk students. The Cedar Crest building School Improvement Plan drives the Greenville Public School district plan along with the other building plans, and funding is allocated accordingly.

Coordinated Process Includes:

1. Building level school Improvement Teams meet in the Spring to determine comprehensive needs. Data is collected from a variety of resources, and analyzed by grade level, and cross grade to determine the needs of the students in the building.
2. In February, March, and April, the building school improvement team, including parent input, determine the specific goals for student achievement for the building, specifically addressing students who are at-risk of learning, and targeting areas where achievement gaps exist.
3. In April, the building level school improvement plans are provided to the district school improvement team where they are reviewed along with other building plans.
4. The District school improvement team develops a district school improvement plan, targeting the needs of each school.
5. In April, the district completes a LEA planning cycle, based on comprehensive needs assessment from district data and building data, targeting the specific needs of the district coordinated with individual building school improvement plans.
6. In April, May and June - as Federal funding allocations are determined, specific amounts of money are designated to buildings according to school improvement plans, school selection process, and district priority needs.
7. By June 15th, allocations are specifically designated to school-wide program initiatives that are outlined in building level school improvement plans.
8. In August the district school administration and Board of Education, gather for a retreat to review existing initiatives, and to set specific task lists with designated staff assigned to be responsible for making each task happen. It is determined how to accomplish the goals, it is accompanied by a time-line for achievement and resources are assigned as needed from all funding sources, including Title I, Title II, Nutrition program, 31a, violence prevention programs, housing programs, head start, adult education, vocational education, and job training.
9. In August, building level school improvement plans and goals are revisited by building staff, in order to assure tasks are in place to accomplish the initiatives written. These tasks are completed by individual school improvement teams, district school improvement team, Federal programming coordinator, School administration and Superintendent of schools.

Title I, Part A funds will be used for additional supplemental resources and program service needs for students that are at-risk of learning. These additional resources for students at risk include an Intervention Specialist, paraprofessional educators, intervention materials, summer school, extended opportunities for parents and students.

1. Title IIA - will be used for professional development of staff including the areas of differentiation, writing, ELA, Math, science and social studies (up to $60,000).
2. Title IA - will be used to fund paraprofessional educators, intervention specialists, intervention materials, extended school day opportunities, instructional coaches (up to $200,000).
3. Title IID - will be used to provide technology training, and the implementation of additional technology in the classroom for instruction, including training in online learning opportunities, computer generated interventions, online data collection systems (powerschool, curriculum...
crafter, IGOR) Technology equipment may include document cameras, ipods, laptop computers, tablet devices, smart boards..... (up to $15,000).

4. Homeless grant funds will be used to assure consistency of programming of homeless students including keeping students in their original school of instruction, providing materials and supplies needed to assist in learning, and additional tutoring opportunities (up to $4000).

5. 31a will be used to provide additional services and opportunities to students at-risk of learning, including summer school and counseling and tutoring services (up to $3000).

6. Nutritional programs will be available to provide meals during summer school, universal breakfast to all students during the course of the school year, and to supplement the cost of lunch during the school year (up to $50,000).

7. Coordination with Head Start and Jump Start preschool programs will be facilitated. This will include providing speech services, transition services, and parent programming partnerships (up to $10,000).

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 A funds will be used for: additional supplemental resources for students at risk, Intervention Specialist, Instructional Coach, paraprofessionals, and intervention materials.
Title II D funds will be used for technology integration.
Title II A funds will be used for professional development
Homeless grant funds will be used to assure consistency of programming of homeless students including keeping students in their original school of instruction, providing materials and supplies needed to assist in learning and additional tutoring opportunities.
31a will be used to provide additional services and opportunities to students at-risk of learning.
Nutritional programs will be available to provide meals during the summer and the cost of breakfast and lunch during the school year.

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.

The coordination and integration of Federal, State, and local programs and services to support eligible Title I, Part A students is an on-going process in our school district. The Grade Level Coordinators play a vital role in this coordination and provide leadership across the district for the purpose of providing consistency throughout the district. Grade levels meet across the district on professional development days and integrate the Professional Learning community process in order to identify where student needs are evident, and coordinate services and supports that are needed in order to increase student achievement specific to each grade level. This coordination is also facilitated through DRT (Data Review Team) meetings that are held each trimester in each building where students at-risk of learning are discussed and resources and interventions are put in place through a student service plan to assure progress in the general education curriculum for Title I eligible students. These meetings take place by grade level and focus on the needs of students at their specific grade level. Services that are integrated through the MTSS process including support for violence prevention - though local agency support (Center for Behavioral Health, private counseling practices in the community, and support through local churches). Free and reduced nutritional meals are also provided to families that qualify through the state nutrition program, a healthy Universal Breakfast is provided to students daily regardless of socioeconomic status, and we have a local grant that can provide funds and resources for nutrition as needed for families. Housing options are made available through our homeless grant and through a local grant that provides individual support for homeless families. Head Start programming information is made available through a preschool parent fair that is facilitated through the Montcalm Intermediate School

SY 2018-2019
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District, and visits are made to Head Start to help assure a positive transition for those students to Kindergarten. Head Start information is also made available at Kindergarten Registration, and Greenville Public Schools provides speech services to Head Start on a regular basis. Adult vocational and technical education is made available to secondary students on a as needed basis. These service are available at the Montcalm Career Center and in two neighboring local school districts that we have partnerships with in order to access these programs as needed.
Evaluation:

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

Cedar Crest Elementary evaluates the implementation of the schoolwide program through various means. These include the Title I programs evaluation, the overall Title I year end report, the school improvement plan, and the evaluation of student achievement data from the school improvement plan identified goal areas.

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.

Cedar Crest Elementary evaluates the results of the schoolwide program through analyzing MSTEP and STAR scores of all students as well subpopulations of students. Additionally, district assessment are used to check for consistency in student performance and instructional quality. Intervention and PLC meeting notes allow us to look at groups of students as well as individuals.

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.

The schoolwide program is set-up so that the most at-risk students are progress monitored every other week. Additionally, each trimester the Data Review Team (MTSS) meets to discuss these specific students' strengths and areas of concern with grade level teams. During this time, we pool resources and plan for further intervention needs as warranted. Once per trimester, these students are reassessed with the universal screening tool to evaluate the effectiveness of the programming and further plan for the student's individual learning needs. In March of each school year, the overall effectiveness of the schoolwide program is assessed by compiling data from all of the assessment resources and analyzing whether we are positively impacting overall student achievement.

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?

The schoolwide program is set-up so that the most at-risk students are progress monitored every other week. Additionally, the Data Review Team and/or PLC discuss these specific students' strengths and areas of concern with grade level teams. During this time, we pool resources and plan for further intervention needs as warranted. Once per trimester, these students are reassessed with the universal screening tool to evaluate the effectiveness of the programming and further plan for the student's individual learning needs. In March of each school year, the overall effectiveness of the schoolwide program is assessed by compiling data from all of the assessment resources and analyzing whether we are positively impacting overall student achievement. At this time, if changes are warranted, the staff makes recommendations to the core school improvement team. The core school improvement team then plans for the strategies and activities that need to be revised, added, or deleted from the school improvement plan.

The School Improvement Plan is a working document that is updated and revised based on data to ensure continuous improvement.
CC 2018-2019 School Improvement Plan
Overview

Plan Name

CC 2018-2019 School Improvement Plan

Plan Description
## Goals Summary

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

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students at Cedar Crest Elementary will become proficient in math.</td>
<td>Objectives:1 Strategies:3 Activities:7</td>
<td>Academic</td>
<td>$98000</td>
</tr>
<tr>
<td>2</td>
<td>All staff and students at Cedar Crest Elementary will contribute to a safe school climate.</td>
<td>Objectives:1 Strategies:1 Activities:5</td>
<td>Organizational</td>
<td>$87500</td>
</tr>
<tr>
<td>3</td>
<td>All students at Cedar Crest Elementary will become proficient readers.</td>
<td>Objectives:1 Strategies:6 Activities:18</td>
<td>Organizational</td>
<td>$182000</td>
</tr>
</tbody>
</table>
Goal 1: All students at Cedar Crest Elementary will become proficient in math.

Measurable Objective 1:
70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency at grade level in Mathematics by 06/30/2017 as measured by the state standardized assessment and district data measured by STAR math.

Strategy 1:
Tier I Mathematics Instruction - All teachers of mathematics will teach mathematics for a minimum of one hour, five days per week. Investigations will be the primary resource used to deliver mathematics instruction.

Category: Mathematics

Research Cited: Implementation of a problem-based mathematics curriculum, the Interactive Mathematics Program (IMP), at three high schools in California has been associated with more than just differences in student achievement. The outcomes that distinguished students who participated in the IMP program from students who followed a conventional algebra/geometry syllabus were the students’ perceptions of the discipline of mathematics, of mathematical activity and the origins of mathematical ideas, of the mathematical nature of everyday activities, and of school mathematics and themselves as mathematicians. A coherent and consistent picture has emerged of the set of beliefs, perceptions and performances arising from such a program. Students who have participated in the IMP program appear to be more confident than their peers in conventional classes; to subscribe to a view of mathematics as having arisen to meet the needs of society, rather than as a set of arbitrary rules; to value communication in mathematics learning more highly than students in conventional classes; and to be more likely than their conventionally-taught peers to see a mathematical element in everyday activity. These outcomes occurred while the IMP students maintained performance levels on the mathematics portion of the SAT at or above those of their peers in conventional classes.


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Building Based Instructional Coach</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>

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Strategy 2:
Tier III Intervention Services - Cedar Crest Elementary will increase the number of students meeting proficiency through Tier III services, delivered to the bottom five to ten percent of students in the building.
Category: Mathematics
Tier: Tier 3

<table>
<thead>
<tr>
<th>Activity - Math Interventions</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Crest Elementary will have one interventionist on staff. The role of the interventionist is to manage Tier III interventions and the data collected in the interventions. The interventionist position will be filled by a highly qualified paraprofessional, as described by the job description and job requirements.</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Getting Ready</td>
<td>07/01/2017</td>
<td>06/30/2018</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Building Principal Interventionist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Delivery of Math Intervention Services</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Crest Elementary will have two paraprofessionals, in addition the interventionist, who will deliver Tier III interventions to the bottom 5-10% of students in the building. Data will drive the decisions of which students are serviced. Students will be pulled out of the general education setting to receive remedial services specifically targeted to identified deficit areas.</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Getting Ready</td>
<td>07/01/2017</td>
<td>06/30/2018</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Building Principal Interventionist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Title 1 Math Planning Time</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff at Cedar Crest Elementary will increase student reading performance by making sure that all paraprofessionals will receive at least one half hour of continuous paid planned time per week to plan for intervention instruction.</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Getting Ready</td>
<td>07/01/2017</td>
<td>06/30/2018</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Building Principal Interventionist</td>
</tr>
</tbody>
</table>

Strategy 3:
Professional Learning Communities - All teaching staff will work as a Professional Learning Community with their team members for a minimum of one sixty minute
block per week. Staff will be supported as they learn how to function as a PLC. The work in the Professional Learning Communities will focus around the four questions:

1. What is it we want all students to learn? During this phase of the process the team will clearly define the learning outcome for all students. The team will plan what the details of their instruction will look like to meet the standard. Prior data around the standard may be evaluated during this phase to strategically plan the next instructional steps.

2. How will we know when each student has mastered the essential learning? During this phase of the process the team will ensure that ongoing formative assessment to check for learning is in place. The team may need to create formative assessments. The goal of the assessment is to assess for learning versus assessment for learning.

3. How will we respond when a student experiences initial difficulty in learning? During this phase in the process the team articulates what proactive interventions can be put in place in tier I and systematically.

4. How will we deepen the learning for students who have already mastered essential knowledge and skills? During this phase of the process the team will evaluate data to see which students have the skills, if there no no data available the team will create a pre-assessment. The team will then plan to differentiate instruction for all students.

Category: Mathematics


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Standards Mapping</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teaching staff will use Common Core State Standards to create a curriculum guide to ensure depth and rigor are met.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$500</td>
<td>Title II Part A</td>
<td>All teaching staff at Cedar Crest Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Formative Assessments</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teaching staff will work with their PLC to created formative assessments that will be administered at agreed upon times throughout the school. PLC groups will review assessment data and plan next instructional steps, including extension and intervention.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$500</td>
<td>Title II Part A</td>
<td>All teaching staff at Cedar Crest Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - PLC Professional Development</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
Goal 2: All staff and students at Cedar Crest Elementary will contribute to a safe school climate.

Measurable Objective 1:
Collaborate to fully implement a systematic approach to behavior expectations and discipline aligned with MIBLSI by 06/30/2020 as measured by School Wide Information Systems (SWIS) and the Tiered Fidelity Inventory (TFI) reaching and maintaining 70% fidelity.

Strategy 1:
Implementation of Positive Behavioral Interventions and Supports (PBIS) - Staff at Cedar Crest Elementary will monitor and respond to behaviors in a positive, proactive way to increase academic and behavioral performance in the school.

Category: School Culture

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Discipline Policies</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Crest Elementary policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently (SWPBIS-TFI 1.6)</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>All staff at Cedar Crest Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Professional Development</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance (SWPBIS-TFI 1.7).</td>
<td>Behavioral Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>All staff at Cedar Crest Elementary</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Activity - Classroom Procedures</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
Goal 3: All students at Cedar Crest Elementary will become proficient readers.

**Measurable Objective 1:**
collaborate to fully implement a systematic approach to reading aligned with MIBLSI by 06/30/2020 as measured by student outcomes and Reading Tiered Fidelity Inventory (R-TFI) reaching and maintaining 80% fidelity.

**Strategy 1:**
Structured Teams - School Leadership Team, Grade-level Team, and Student Support Teams will be created to support the implementation of Tier I reading instruction.

Category: English/Language Arts
Research Cited: MIBLSI.org
Tier: Tier 1
Establish a school leadership team to support the implementation of the Tier I reading system that uses an effective team meeting process and coordinates with other school teams (R-TFI 1.1, 1.2, 1.3). The School Leadership Team defines a process to be used by Grade-Level Teams for supporting students with reading skill deficits (R-TFI 2.1). The School Leadership team will collect system fidelity data and monitor the health and implementation of the school-wide reading plan. (R-TFI 1.21, 1.22, 1.23, 1.25)

<table>
<thead>
<tr>
<th>Activity - Grade-Level Teams</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
| Grade-Level Teams are established to support the implementation of Tier I reading instruction and use an effective team meeting process (R-TFI 1.4, 1.5). These teams work to support students who are not making adequate progress in the Tier I core reading curriculum as well as students with intensive reading needs (R-TFI 2.2, 3.1). These teams will meet for a minimum or one sixty minute block per week. The work will focus around the four questions: 1. What is it we want students to learn? During this phase of the process the team will clearly define the learning outcome for all students. The team will plan what the details of their instructions will look like to meet the standard. Prior data around the standard may be evaluated during this phase to strategically plan the next instructional steps. 2. How will we know when each student has mastered the essential learning? During this phase of the process the team will ensure that ongoing formative assessment to check for learning is in place. The team may need to create formative assessments. The goal of the assessment is to assess for learning versus assessment for learning. 3. How will we respond when a student experiences initial difficulty in learning? During this phase in the process the team articulates what proactive interventions can be put in place in tier I and systematically. 4. How will we deepen the learning for students who have already mastered essential knowledge and skills? During this phase of the process the team will evaluate data to see which students have the skills, if there is no data available the team will create a pre-assessment. The team will then plan to differentiate instruction for all students. Grade-Level Teams will use a process for data-based decision making, monitor the implementation of grade-level instructional plans (R-TFI 1.24, 1.26). For Tier II supports, Grade-Level Teams monitor the percent of students responding to Tier II supports and adjust reading intervention supports based on individual student progress (R-TFI 2.13, 2.14).
Strategy 2:
Implementation of a School-Wide Reading Model - Cedar Crest Elementary will increase the number of students meeting proficiency through a school-wide reading model.
Category: English/Language Arts
Research Cited: MIBLSI.org
Tier: Tier 1

Strategy 3:
Implementation of a Reading Intervention System - Cedar Crest Elementary will increase the number of students meeting proficiency through Tier III services, delivered to the bottom five to ten percent of students in the building.
Category: English/Language Arts
Tier: Tier 3
Cedar Crest Elementary will have two paraprofessionals, in addition to the interventionist, who will deliver Tier III interventions to the bottom 5-10% of students in the building. Data will drive the decisions of which students are serviced. Intervention services will take place during a block of time that is in addition to the Tier I ELA curriculum block. Students will be pulled out of the general education setting to receive remedial services specifically targeted to identified skill based deficit areas.

<table>
<thead>
<tr>
<th>Activity - Reading Interventions and Plans</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Crest Elementary will use a data-based process for matching student needs to specific reading interventions and use a variety of data sources to design intensive reading intervention plans (R-TFI 2.4, 3.5).</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Building principal and intervention staff</td>
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</table>

<table>
<thead>
<tr>
<th>Activity - Intervention Grouping and Variables</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention groups are appropriate for students receiving reading intervention and intervention variables are altered to intensify reading intervention supports, as needed (R-TFI 2.5, 3.6).</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Building principal and intervention staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Collaboration with parents/guardians</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Crest Elementary will notify and invite parents/guardians to collaborate on reading intervention plans for their child. This plan will include a home connection portion in addition to interventions received at school (R-TFI 2.6, 3.7).</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Building principal and all professional staff</td>
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</table>

<table>
<thead>
<tr>
<th>Activity - Lead Interventionist</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Crest Elementary will have one interventionist on staff. The role of the interventionist is to manage Tier III interventions and the data collected in the interventions. The interventionist position will be filled by a highly qualified paraprofessional, as described by the job description and job requirements.</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$93000</td>
<td>Title I Schoolwide</td>
<td>Building Principal and intervention staff</td>
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<thead>
<tr>
<th>Activity - Interventionist Planning Time</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
The staff at Cedar Crest Elementary will increase student reading performance by making sure that all paraprofessionals will receive at least one half hour of continuous paid planning time per week to plan for intervention instruction. This planning time would include reviewing student data and generating lessons based off from the data. The Scheduling of reading interventions is coordinated with Tier I reading supports (R-TFI 2.7).

<table>
<thead>
<tr>
<th>Activity - Core Reading Program</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teaching staff, grades K-3, will use Benchmark Advance as their primary resource to teach the reading and writing standards. Teachers will receive professional development as needed in the curriculum. A minimum of 90 minutes, daily will be scheduled to teach reading with the core reading curriculum. Fourth and Fifth Grade teaching staff will use MAISA reading and writing units as curriculum guide during the reading and writing workshop portions of the literacy block.</td>
<td>Direct Instruction, Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Building principal and teaching staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - School-wide Reading Assessments</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Crest Elementary School will use a school-wide reading universal screening assessment schedule (R-TFI 1.14). The MTSS coordinator will assist in data coordination for school-wide reading assessments (R-TFI 1.13).</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2020</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>All professional staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Professional Learning</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning is purposely selected for supporting the implementation of a School-Wide Reading Plan (R-TFI 1.15). All staff providing reading interventions and intensive reading intervention plans receive implementation supports (R-TFI 2.8, 3.8).</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>All professional staff</td>
</tr>
</tbody>
</table>
Strategy 5:
Data-based decision making - The staff at Cedar Crest Elementary will use data to drive decision making.
Category: English/Language Arts
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - System-level Coaching</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Crest Elementary will have a Systems Level Coach to develop the capacity to effectively use or support the use of program, practice or approach to enhance student outcomes. This Coach will ensure a sustainable reading system is in place for effective classroom instruction. (R-TFI 1.16)</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Building Principal, System-level Coach, School Leadership Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Instructional Coach</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Crest Elementary will have a building based instructional coach. The instructional coach's chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Building principal and instructional coach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Universal Screening</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Crest Elementary will collect reading data using DIBELS with fidelity. A data system will allow access to the assessment reports (R-TFI 1.19, 1.20).</td>
<td>Direct Instruction, Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>All professional staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Collecting and Monitoring Data</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Strategy 6:
Parent Involvement/Extended Learning Opportunities - The staff at Cedar Crest Elementary will increase student reading proficiency by providing extended learning opportunities outside of the school year for a select number of students that are below grade level in reading.

Category: English/Language Arts


Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - Summer Leveled Reading Books</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff at Cedar Crest Elementary will increase student reading proficiency by providing students who are at intensive and strategic reading leveled reading books either through the mail bi-weekly or available online throughout the summer.</td>
<td>Parent Involvement, Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$3000</td>
<td>Title I Part A</td>
<td>All Staff at Cedar Crest Elementary</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Social Worker</td>
<td>A full time school social worker will be on staff at Cedar Crest Elementary to support students and staff in implementing Positive Behavior Supports and Systems.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2017</td>
<td>06/30/2018</td>
<td>$85000</td>
<td>Building Principal and Social Worker</td>
</tr>
</tbody>
</table>

### Title II Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Assessments</td>
<td>All teaching staff will work with their PLC to create formative assessments that will be administered at agreed upon times throughout the school. PLC groups will review assessment data and plan next instructional steps, including extension and intervention.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$500</td>
<td>All teaching staff at Cedar Crest Elementary</td>
</tr>
<tr>
<td>Standards Mapping</td>
<td>All teaching staff will use Common Core State Standards to create a curriculum guide to ensure depth and rigor are met.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
<td>$500</td>
<td>All teaching staff at Cedar Crest Elementary</td>
</tr>
<tr>
<td>Building Based Instructional Coach</td>
<td>Cedar Crest Elementary will have a building based instructional coach. The instructional coach’s chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. This activity will be monitored through professional development calendars, agendas, and time logs.</td>
<td>Professional Learning, Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2017</td>
<td>06/30/2018</td>
<td>$90000</td>
<td>All staff at Cedar Crest Elementary</td>
</tr>
</tbody>
</table>

### Title I Schoolwide

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Reading Interventions and Plans</th>
<th>Academic Support Program</th>
<th>Tier 3</th>
<th>Implement 07/01/2018</th>
<th>06/30/2019</th>
<th>$0</th>
<th>Building principal and intervention staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Crest Elementary will use a data-based process for matching student needs to specific reading interventions and use a variety of data sources to design intensive reading intervention plans (R-TFI 2.4, 3.5).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Coach</td>
<td></td>
<td>Tier 1</td>
<td>Implement 07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Building principal and instructional coach</td>
</tr>
<tr>
<td>Cedar Crest Elementary will have a building based instructional coach. The instructional coach’s chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Procedures</td>
<td></td>
<td>Tier 1</td>
<td>Implement 07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>All staff at Cedar Crest Elementary</td>
</tr>
<tr>
<td>Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems SWPBIS-TFI 1.8.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Discipline Policies</td>
<td></td>
<td>Tier 1</td>
<td>Implement 07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>All staff at Cedar Crest Elementary</td>
</tr>
<tr>
<td>Cedar Crest Elementary policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently (SWPBIS-TFI 1.6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Core Reading Program</td>
<td></td>
<td>Tier 1</td>
<td>Implement 07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Building principal and teaching staff</td>
</tr>
<tr>
<td>All teaching staff, grades K-3, will use Benchmark Advance as their primary resource to teach the reading and writing standards. Teachers will receive professional development as needed in the curriculum. A minimum of 90 minutes, daily will be scheduled to teach reading with the core reading curriculum. Fourth and Fifth Grade teaching staff will use MAISA reading and writing units as curriculum guide during the reading and writing workshop portions of the literacy block.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System-level Coaching</td>
<td></td>
<td>Tier 1</td>
<td>Implement 07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Building Principal, System-level Coach, School Leadership Team</td>
</tr>
<tr>
<td>Cedar Crest Elementary will have a Systems Level Coach to develop the capacity to effectively use or support the use of program, practice or approach to enhance student outcomes. This Coach will ensure a sustainable reading system is in place for effective classroom instruction. (R-TFI 1.16)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Learning</td>
<td></td>
<td>Tier 1</td>
<td>Implement 07/01/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>All professional staff</td>
</tr>
<tr>
<td>Professional learning is purposely selected for supporting the implementation of a School-Wide Reading Plan (R-TFI 1.15). All staff providing reading interventions and intensive reading intervention plans receive implementation supports (R-TFI 2.8, 3.8).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Math Interventions | Cedar Crest Elementary will have one interventionist on staff. The role of the interventionist is to manage Tier III interventions and the data collected in the interventions. The interventionist position will be filled by a highly qualified paraprofessional, as described by the job description and job requirements. | Academic Support Program | Tier 3 | Getting Ready | 07/01/2017 | 06/30/2018 | $0 | Building Principal Interventionist

Collecting and Monitoring Data | Cedar Crest Elementary will collect and monitor intervention data. For Tier II, this includes students access to reading intervention supports, progress-monitoring data with fidelity, utilizing a data system to display student reading progress, and the fidelity of Tier II interventions (R-TFI 2.9, 2.10, 2.11, 2.12). For Tier III, this includes diagnostic data, monitoring the percent of students responding to Tier III supports, the fidelity of Tier III interventions, and adjusting intensive reading intervention plans based on decision rules (R-TFI 3.9, 3.10, 3.11, 3.12). | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2019 | $0 | All professional staff

School-wide Reading Assessments | Cedar Crest Elementary School will use a school-wide reading universal screening assessment schedule (R-TFI 1.14). The MTSS coordinator will assist in data coordination for school-wide reading assessments (R-TFI 1.13). | Academic Support Program | Tier 1 | Implement | 07/01/2018 | 06/30/2020 | $0 | All professional staff

Collaboration with parents/guardians | Cedar Crest Elementary will notify and invite parents/guardians to collaborate on reading intervention plans for their child. This plan will include a home connection portion in addition to interventions received at school (R-TFI 2.6, 3.7). | Academic Support Program | Tier 3 | Implement | 07/01/2018 | 06/30/2019 | $0 | Building principal and all professional staff

School-Wide Reading Plan | Cedar Crest Elementary has a school-wide reading plan that allocates a minimum of 90 minutes for core reading instruction and incorporates grade level instructional plans with an emphasis on Tier I instruction (R-TFI 1.7, 1.8, 1.9). | Direct Instruction, Academic Support Program | Tier 1 | Implement | 07/01/2018 | 06/30/2019 | $0 | Cedar Crest Professional Staff

Student Support Teams | A Student Support Team that uses an effective team meeting process, is established to improve students’ reading performance. There is a formal process for teachers to request the assistance for students who have not responded to previous interventions (R-TFI 3.2, 3.3, 3.4). | Academic Support Program | Tier 3 | Implement | 07/01/2018 | 06/30/2019 | $0 | Cedar Crest administrative staff and professional staff

Lead Interventionist | Cedar Crest Elementary will have one interventionist on staff. The role of the interventionist is to manage Tier III interventions and the data collected in the interventions. The interventionist position will be filled by a highly qualified paraprofessional, as described by the job description and job requirements. | Academic Support Program | Tier 3 | Implement | 07/01/2018 | 06/30/2019 | $93000 | Building Principal and Interventionist
### Professional Development
A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance (SWPBIS-TFI 1.7).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Tier</th>
<th>Implement</th>
<th>Budget</th>
<th>Implementing Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWPBIS</td>
<td>1</td>
<td>07/01/2018</td>
<td>$0</td>
<td>All staff at Cedar Crest Elementary</td>
</tr>
</tbody>
</table>

### School Leadership Team
Establish a school leadership team to support the implementation of the Tier I reading system that uses an effective team meeting process and coordinates with other school teams (R-TFI 1.1, 1.2, 1.3). The School Leadership Team defines a process to be used by Grade-Level Teams for supporting students with reading skill deficits (R-TFI 2.1). The School Leadership team will collect system fidelity data and monitor the health and implementation of the school-wide reading plan. (R-TFI 1.21, 1.22, 1.23, 1.25)

<table>
<thead>
<tr>
<th>Program</th>
<th>Tier</th>
<th>Implement</th>
<th>Budget</th>
<th>Implementing Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWPBIS</td>
<td>1</td>
<td>07/01/2018</td>
<td>$0</td>
<td>Cedar Crest administratve staff, School Leadership Team</td>
</tr>
</tbody>
</table>

### Intervention Grouping and Variables
Intervention groups are appropriate for students receiving reading intervention and intervention variables are altered to intensify reading intervention supports, as needed (R-TFI 2.5, 3.6).

<table>
<thead>
<tr>
<th>Program</th>
<th>Tier</th>
<th>Implement</th>
<th>Budget</th>
<th>Implementing Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>3</td>
<td>07/01/2018</td>
<td>$0</td>
<td>Building principal and intervention staff</td>
</tr>
</tbody>
</table>

### Interventionist Planning Time
The staff at Cedar Crest Elementary will increase student reading performance by making sure that all paraprofessionals will receive at least one half hour of continuous paid planning time per week to plan for intervention instruction. This planning time would include reviewing student data and generating lessons based off from the data. The Scheduling of reading interventions is coordinated with Tier I reading supports (R-TFI 2.7).

<table>
<thead>
<tr>
<th>Program</th>
<th>Tier</th>
<th>Implement</th>
<th>Budget</th>
<th>Implementing Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>3</td>
<td>07/01/2018</td>
<td>$0</td>
<td>Building principal and intervention staff</td>
</tr>
</tbody>
</table>

### Evidence-based Reading Interventions
Cedar Crest Elementary will have two paraprofessionals, in addition the interventionist, who will deliver Tier III interventions to the bottom 5-10% of students in the building. Data will drive the decisions of which students are serviced. Intervention services will take place during a block of time that is in addition to the Tier I ELA curriculum block. Students will be pulled out of the general education setting to receive remedial services specifically targeted to identified skill based deficit areas.

<table>
<thead>
<tr>
<th>Program</th>
<th>Tier</th>
<th>Implement</th>
<th>Budget</th>
<th>Implementing Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>3</td>
<td>07/01/2018</td>
<td>$86000</td>
<td>Building principal and Intervention staff</td>
</tr>
</tbody>
</table>

### Universal Screening
Cedar Crest Elementary will collect reading data using DIBELS with fidelity. A data system will allow access to the assessment reports (R-TFI 1.19, 1.20).

<table>
<thead>
<tr>
<th>Program</th>
<th>Tier</th>
<th>Implement</th>
<th>Budget</th>
<th>Implementing Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction, Academic Support Program</td>
<td>1</td>
<td>07/01/2018</td>
<td>$0</td>
<td>All professional staff</td>
</tr>
</tbody>
</table>
Cedar Crest Elementary will have two paraprofessionals, in addition to the interventionist, who will deliver Tier III interventions to the bottom 5-10% of students in the building. Data will drive the decisions of which students are serviced. Students will be pulled out of the general education setting to receive remedial services specifically targeted to identified deficit areas.
**Grade-Level Teams**

Grade-Level Teams are established to support the implementation of Tier I reading instruction and use an effective team meeting process (R-TFI 1.4, 1.5). These teams work to support students who are not making adequate progress in the Tier I core reading curriculum as well as students with intensive reading needs (R-TFI 2.2, 3.1). These teams will meet for a minimum or one sixty minute block per week. The work will focus around the four questions:

1. What is it we want students to learn? During this phase of the process the team will clearly define the learning outcome for all students. The team will plan what the details of their instructions will look like to meet the standard. Prior data around the standard may be evaluated during this phase to strategically plan the next instructional steps.

2. How will we know when each student has mastered the essential learning? During this phase of the process the team will ensure that ongoing formative assessment to check for learning is in place. The team may need to create formative assessments. The goal of the assessment is to assess for learning versus assessment for learning.

3. How will we respond when a student experiences initial difficulty in learning? During this phase in the process the team articulates what proactive interventions can be put in place in tier I and systematically.

4. How will we deepen the learning for students who have already mastered essential knowledge and skills? During this phase of the process the team will evaluate data to see which students have the skills, if there is no data available the team will create a pre-assessment. The team will then plan to differentiate instruction for all students.

Grade-Level Teams will use a process for data-based decision making, monitor the implementation of grade-level instructional plans (R-TFI 1.24, 1.26). For Tier II supports, Grade-Level Teams monitor the percent of students responding to Tier II supports and adjust reading intervention supports based on individual student progress (R-TFI 2.13, 2.14).

**Title 1 Math Planning Time**

The staff at Cedar Crest Elementary will increase student reading performance by making sure that all paraprofessionals will receive at least one half hour of continuous paid planned time per week to plan for intervention instruction.

<table>
<thead>
<tr>
<th>Direct Instruction, Academic Support Program</th>
<th>Tier 1</th>
<th>Implement</th>
<th>07/01/2018</th>
<th>06/30/2019</th>
<th>$0</th>
<th>All Cedar Crest administrative staff and professional staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Getting Ready</td>
<td>07/01/2017</td>
<td>06/30/2018</td>
<td>$0</td>
<td>Building Principal, Interventionist</td>
</tr>
<tr>
<td>Activity Name</td>
<td>Activity Description</td>
<td>Activity Type</td>
<td>Tier</td>
<td>Phase</td>
<td>Begin Date</td>
<td>End Date</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>--------</td>
<td>-------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Summer Leveled Reading Books</td>
<td>The staff at Cedar Crest Elementary will increase student reading proficiency by providing students who are at intensive and strategic reading leveled reading books either through the mail bi-weekly or available online throughout the summer.</td>
<td>Parent Involvement, Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
</tr>
<tr>
<td>PLC Professional Development</td>
<td>Staff at Cedar Crest Elementary will have the opportunity to attend the annual Solution Tree PLC conference. The staff that attends the conference will bring information back to those unable to attend.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
</tr>
<tr>
<td>Feedback and Acknowledgement</td>
<td>At least 80% of a sample of staff (interview at least 10% of staff or at least 5 for smaller schools) report currently using (within the last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed, that is (a) linked to school-wide expectations, (b) used across settings and within classrooms, and (c) received by at least 80% of students (interview at least 10 students) SWPBIS-TFI 1.9.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2019</td>
</tr>
</tbody>
</table>