



Single Building District Improvement Plan

Walkerville Public School

Walkerville Public Schools

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Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Revised Goals for 2019-2020.	

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.

At the beginning of the year staff was given the opportunity to volunteer for the district improvement team and meeting dates were scheduled monthly and put onto a shared calendar. During open house parents were given the opportunity to communicate with members of the district improvement plan team and information for family nights, migrant family nights, and title 1 nights. Community members, school board members, staff members, and students were offered opportunities to complete surveys regarding issues and items pertaining to the improvement plan. Meetings were planned out and information put on the school wide calendar and sent home with students in order to inform parents / remind parents of opportunities to offer input.

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

Administrators and teachers were the primary construction components of the improvement team. Parents, board members, and students were invited and utilized as information sources and reviewers of plan. Teachers were instrumental in gathering data and constructing strategies and activities. Administrators and key staff members were responsible for compiling the gathered data, strategies, and activities into a coherent plan.

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 final improvement plan will be shared and reviewed with the Walkerville School Board. Additionally, the plan will be shared with parent groups and teachers. Walkerville Public Schools is committed to a plan of continuous school improvement. The plan will be revisited and revised at regular intervals to maintain its integrity.

Copies will be available at every school office and will also be available via PDF on the school website.

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?

During Staff meetings, School Improvement meetings, and administrative staff reviews student achievement data was reviewed and analyzed to determine student needs.

Student, staff, and parent/guardian surveys were also used to guide analysis of data.

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?

Student achievement falls short of state targets. Most students do not meet the state benchmarks in reading and math. Continued efforts to obtain a whole student focus as we continue to move forward with students. Staff continues to recognize the care of the whole child prior to being able to fully assist with student learning. Deep trauma for many students in the district continues to distract from teaching and learning. Demographic data suggests that the F&R student numbers are continuing to rise and we will need to continue learning as much as possible about our students and families.

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.

Intensive remediation efforts math and reading are required. Data from state, classroom and NWEA assessments were analyzed in order to select the goals.

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?

A K-12 certified Title Teacher has been employed that will support the implementation of the school wide goals in order to reach the whole school population. Instructional assistants will be targeting the most at-risk students along with teachers having identified the bottom 30% in all of their classes K-12.

Component 2: Schoolwide Reform Strategies

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

Continued development in implementation of Sheltered Instruction best practices through embedded professional development and peer review will reach all students. The continued collection of appropriate data and its analysis to direct instruction will help all students to reach the State's standards. The Title I teacher is a certified K-12 Reading Specialist that will be able to assist in Tier 1 instruction and interventions for all students.

An intensive MTSS plan has been implemented concerning Tier 1 behavior supports since the fall of 2016. Followed by a Tier 1 reading support framework in the winter of 2017. Continued efforts with the local ESD to work with the Reading support via Logic of English training has continued in the Elementary grades K-5. Elementary also implemented Tier 2 behavior supports during the 18-19 school year and will keep supporting and training staff to engage in the support framework for Reading.

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).

Sheltered Instructional Observation Protocol is a researched-based method for constructing and delivering lessons. Teachers have received instruction in the model and are participating in a collaborative peer review of lesson construction and delivery by observing each other's classrooms. With the turnover in staff we are bringing back SIOP training for the entire staff for refresher and initial training. MTSS is a framework designed to ensure all students receive the support they need at the level they need to be successful.

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

All of the research-based reform strategies in the schoolwide plan align with the findings of the needs assessment.

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 multi-level system of support through RTI, which teachers are learning how to better implement.

Interventions with students are beginning in the classroom for Tier II work prior to getting attention from the Title I instructor for Tier III work individually. Subgroups at Walkerville are very limited as there are not groups of students over 30 per grade level. Our students are identified individually through assessment scores and teacher observation/assessment.

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

The school determines if the needs of the students are being met through classroom benchmarking, formative and summative assessments, three yearly collections of NWEA data, and state assessments.

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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		

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		

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate for the 2018-2019 was 6% (1 of 17 teachers)

The turnover rate for 2017-2018 was 29% (5 of 17 teachers)

The turnover rate for 2016-17 was 6% (1 of 17 teachers).

The turnover rate for 2015-16 was 24% (4 of 17 teachers).

The turnover rate for 2014-15 was 11% (3 of 17).

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

0-5 years = 3

6-10 years = 2

11-15 years = 2

16-20 years = 1

21-25 years = 6

26+ years =1

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

The school has posted teaching openings to major universities and around the state, administrators have been to job-fairs in Lansing and other metropolitan areas, and a social media campaign has been launched to increase awareness for hiring of teachers. Professional development is provided to all new staff members in order to attract and retain 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 district has posted teaching openings to major universities and around the state, and professional development is provided to all new staff members in order to attract and retain high quality teachers.

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?

The school has tried to mitigate the high turnover rate by offering commensurate teaching steps where possible, by working to create a
SY 2018-2019

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positive work culture. It is a challenge to attract and retain HQ staff with the many surrounding districts also recruiting for the same staffing needs.

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.

Embedded Sheltered Instruction training, data analysis, MTSS and content area professional learning which is aligned to the CNA will be provided to the staff.

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

Sheltered Instruction Observation Protocol practices will be observed by peers throughout the school year to facilitate continued embedded professional development the model's components. Data analysis training, collaboration training and other core content professional development is provided through the West Shore Educational Service District. In-district PLC's which are focused around increasing student achievement are held regularly. These opportunities occur in-district and in ESD wide sessions with other districts.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Our learning plan coincides with our ESD training plan. We will continue to use our ESD and our PLC time as needed to complete professional learning as indicated by data.	Professional Learning Opportunities

Component 6: Strategies to Increase Parental Involvement

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

Parent involvement in the implementation of the school wide plan is present through communication of the components. Parent surveys have went home and information from those has been used in developing the plan. A parent group has started and their voice / input is sought out during planning phases.

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

Parent involvement in the implementation of the school wide plan is present through communication of the components as well as directly involved in volunteer capacities.

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

Parents were afforded the opportunity to comment on the schoolwide plan via surveys and brainstorming sessions.

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		Walkerville PIP

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

Section 1118(e)(4) - Walkerville staff will work with area preschool staff and parents to coordinate programs and integrate activities, such as: preschool visitations to the kindergarten class during the school

day, invitations to open houses, providing curriculum and school information to area preschools about Walkerville's upcoming events.

Section 1118(e)(5) - Walkerville will ensure that all communication and information given to parents will be presented in a language they can understand.

Section 1118(e)(14) - Walkerville staff will provide any reasonable support for parental involvement activities that parents request.

Section 1118(f) - Walkerville staff will provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children. Information will be provided in a language that such parents understand, including school reports and curriculum information.

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

Walkerville expects to evaluate parental involvement through parent interest and needs surveys annually. Walkerville will use the results from

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parent surveys to promote workshops relevant to parental needs and strengthen communication between parents and the school.

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

Walkerville Public School will ensure that if the schoolwide program plan is satisfactory to the parents of participating children; parent feedback will be collected, reviewed and utilized in future planning upon.

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

The school-parent compact was developed through an analysis of the required components and input from the school board, staff members, and parents.

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

Elementary teachers discuss the School - Parent Compact with parents during parent -teacher conferences. The compact is also discussed at Title informational meetings.

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

The compact is shared with parents at the middle school or high school parents during parent teacher conferences and at informational Title meetings.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Walkerville Compact Plan uploaded 5/21/18	Walkerville Student-Parent-Teacher Compact

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

Translated parent reports are provided when available. Staff members are also made available to translate on an individual basis where it is required.

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?

In order to connect with preschool age children the district reaches out via school website, school newsletter, engages with local daycare facility, interacts/engages with ESD Preschool Staff.

We invite preschool age children with their parents at different times throughout the school year, such as the kindergarten open house, kindergarten round-up and additional times throughout the school year as appropriate.

Fifth graders visit the sixth grade classroom to view the surroundings and meet the teacher. Questions are answered and the students are allowed to get a feel for sixth grade before actually entering the middle school.

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 GSRP program housed at Walkerville public School adheres to the procedures for parent and teacher training.

The present pre-school students interact with the Kindergarten teacher throughout the school year. In addition to the annual kindergarten classroom visit, the kindergarten teacher spends time in the pre-school classroom. During these visits to the pre-school classroom, the Kindergarten teacher provides feedback/observational feedback in regards to the pre-school curriculum aligned with kindergarten readiness.

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?

The staff is involved in the analysis of student achievement data analysis in order to improve the academic achievement of all Walkerville students. Assessment decisions are made at numerous times through the year during leadership meetings, collaborative sessions, and staff meetings.

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

The Walkerville staff uses several forms of formative assessment and summative assessment to meet the students' needs. The use of Developmental Reading Assessment (DRA), NWEA assessment, writing prompts, math exams, text and literature book assessments, and writing and reading activities are used to monitor and adjust student progress.

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.

Quarterly student data meetings are used to identify students experiencing difficulty reaching achievement performance at an advanced or proficient level.

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?

Intervention strategies currently being used with the student are evaluated for effectiveness and a plan for continuing intervention is constructed. Teacher input is critical in the meeting. Interventions are provided under the direction of a teacher by instructional assistants as well as teaching staff members.

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

Differentiation of instruction support is provided through formative assessment results. Individualized instruction plans are constructed when required to meet student needs. Time is set aside for student interventions in the Elementary and Middle school, with opportunities available at the high school level as well.

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.

All programs are utilized in a manner that supplement each other. Communication between district personnel occurs so that all qualifying students are identified and serviced through the appropriate programs.

Walkerville coordinates and Integrates funds from Title IA, Title IIA, Title IC, Title III, Title IV, 21st Century and Section 31A funds, Small Rural School Achievement, and District general funds to support a variety of programs to promote Student achievement.

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.

Schoolwide Components/Funding Sources/Programs

1. Comprehensive Needs Assessment

General Fund

2. Schoolwide Reform Strategies

General Funds are utilized to implement Tier 1 strategies for all students

3. Instruction by Highly Qualified Professional Staff

If needed to recruit HQ Staff, General Funds will be utilized.

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools

General Fund

ESD Personnel resources for PD and Mentoring

Mentoring and Training District Professional Development Conferences to Support Learning

5. High-Quality and On-Going Professional Development

Small Rural School Achievement Title IC Title IA Title IIA Title III

Sheltered Instruction Observational Protocol Training (SIOP)

Workshops/Conferences to support current programs/ curriculum development and best practices

6. Strategies to Increase Parental Involvement

General Fund Title IA Title IC

Back to school Open House, Family Nights, Migrant Summer Program Open House

7. Transition Strategies

General Fund Title IA Title IC

Federal Programs Coordinator and Principal work with Central Office and Teaching Staff to organize and allocate the funds at the state and SY 2018-2019

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federal level.

8. Teachers Making Assessment Decisions

General Fund

9. Timely and Additional Assistance

Title I, Title IA, Title IC, Title III, 31A

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Title 1A Title IC

Title IIA Section 31A 21st Century

Paraprofessional and Teacher interventions

Child Study/ Student Assistance Teams work together to identify and plan to address individual student needs.

The Great Start Readiness Program serves pre-school age students.

Title IC and Title III support Migrant students in a Summer School program (Pre-K - 12), as well as after school academic and language development assistance.

21st Century funds also provide a summer and after school program.

Paraprofessionals and teachers are also employed through Title funds to provide interventions to students in need of additional assistance. Migrant and At-Risk funds also provide for an additional teacher to provide additional assistance to students

10. Coordination of State, Local and Federal Funds/Resources

General Fund

11. Evaluation

General Fund

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.

Federal, State and local services that are appropriate to a specific grade level are coordinated in order to provide applicable and appropriate services to each grade level.

Violence Prevention Programs: Be Nice, Monthly Student Assemblies with the Principal discussing areas of concern for the building, OK2 Say notification for students and how to use, Monthly speakers coming into the building during Advisory to speak about teamwork and helping others.

Nutrition Programs: The District participates in the National School Lunch program, as well as having a District Wellness Policy.

Housing Programs: The District does not have a housing program, however we do have an identified Homeless Liaison to assist families with finding appropriate housing.

Head Start: Head Start is a program run by the local ESD and area children who qualify receive the service.

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Adult Education: District does not offer an Adult Education program, however we refer those interested in the program to Michigan Works in Baldwin, Michigan.

Vocational and Technical Education: The District does not offer CTE programming in the building, but we do offer our students an opportunity to take advantage of the CTE Programming at West Shore ESD.

Job Training: The District does not offer any On-site Job Training.

Evaluation:

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

The school reviews student achievement data as well as the effectiveness of the programs that are in place. This is done through collaboration among school staff members. The goal is to ensure implementation of the Schoolwide plan with fidelity.

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.

The school reviews student achievement data as well as the effectiveness of the programs that are in place. This is done through collaboration among school staff members with the MDE Program Evaluation Tool. Adjustments to the schoolwide program are made in response to the results of student achievement. A plan for scheduling three full day data reviews is being incorporated into the MTSS implementation plan.

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.

Local and state assessment data is reviewed in order to determine if the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

State and Local data is used to determine if the programming is closing the achievement gap for the students who received interventions vs. the students that did not.

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?

While analyzing data and identifying weak areas in academic achievement, teachers determine focus areas and research based strategies are determined in order to address student needs. This is done continuously and the plan is revised on an annual basis in order to correspond with the consolidated application.

Goals and Plans for 2019-2020

Overview

Plan Name

Goals and Plans for 2019-2020

Plan Description

Goals and Plans for the 2019/2020 School year.

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 graduates of Walkerville Public Schools will be College, Career and Life Ready in Science.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$0
2	All graduates of Walkerville Public Schools will be College, Career and Life Ready in English Language Arts	Objectives: 1 Strategies: 3 Activities: 17	Academic	\$585
3	All graduates of Walkerville Public Schools will be College, Career and Life Ready in Mathematics.	Objectives: 1 Strategies: 3 Activities: 15	Academic	\$1
4	Walkerville LEP, Migrant, EL, and Homeless students will be College, Career and Life Ready in all subject areas.	Objectives: 2 Strategies: 8 Activities: 19	Academic	\$1
5	Walkerville will implement district structures (communication systems, decision-making systems, support for continuous professional learning) to fully support a three-tiered K-12 MTSS framework with fidelity for all students in behavior and academics.	Objectives: 1 Strategies: 3 Activities: 29	Organizational	\$3009
6	All students at Walkerville Public School will be caring, knowledgeable lifetime learners, and contributing members of society.	Objectives: 3 Strategies: 7 Activities: 24	Academic	\$2176

Goal 1: All graduates of Walkerville Public Schools will be College, Career and Life Ready in Science.

Measurable Objective 1:

47% of All Students will demonstrate a proficiency in order to meet the district proficiency target in Science by 06/30/2020 as measured by M-STEP/SAT and other state and local assessments.

Strategy 1:

Professional Learning - Relevant, sustained, high-quality, research-based professional development to ensure staff is prepared to make good instructional and classroom management decisions that engage students in their learning and provide high-quality feedback to improve students' science achievement.

Category:

Research Cited: Marzano (2012). The highly engaged classroom. ASCD; Marzano (2006). Classroom and assessment and grading that works

Tier: Tier 1

Activity - MACUL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend MACUL to learn and share knowledge about the many ways technology is used to support education and ensure student success in all subject areas. Attendees will share strategies with instructional staff during meetings or other allotted Professional Development opportunities.	Technology , Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	District Teachers, Administrators and Technology Director
Activity - Adaptive Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to develop a culture of inquiry learning. Teachers will learn strategies to engage students. Teachers will learn protocols for working together to analyze data.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	District Instructional and administrative staff
Activity - Michigan Science Standards 101	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to incorporate the Michigan Science Standards into their science instruction.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	Classroom Science Teachers

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Activity - Cereal City Science Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cereal City Science kits are used in the elementary and have now been created and aligned for middle school use. This training will prepare our district teachers to implement a vertically aligned curriculum with better fidelity.	Direct Instruction, Supplemental Materials, Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	General Fund	District classroom teachers, paraprofessionals

Strategy 2:

Inquiry and Understanding - Teachers will provide students with skills to understand and relate to various test questions. The online program GIZMOS will be utilized in order to provide online simulations that power inquiry and understanding. Students will also be able to relearn material that earned a failing grade through an online learning program.

Category: Science

Research Cited: Effective K-12 Science Instruction: Elements of Research-based Science Education (2006) and the Texas Science Initiative Meta-Analysis of National Research Regarding Science Teaching (2005)

Maine Impact Study for Technology in Mathematics (MISTM) (2008)

Online learning: It's different | Harvard Gazette

Tier: Tier 1

Activity - GIZMOS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with skills to understand and relate to various test questions. The online program GIZMOS will be utilized in order to provide online simulations that power inquiry and understanding.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	Teachers of Science

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to recover credit necessary for graduation in failed science classes.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Section 31a	Content area teachers, credit recovery teachers

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Strategy 3:

Federally Funded Support Personnel - Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in Science. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.

Category: Science

Research Cited: Slavin (1989) and Fuchs et. al. (2008) suggest that smaller group instruction is beneficial to at risk/ struggling students.

Tier: Tier 1

Activity - Title I and At Risk Support Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in Science. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title I Schoolwide, Section 31a	Title I teachers, Classroom teachers

Activity - State and Federally Funded Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Assistants will, under teacher direction and with teacher present, supervise teacher-planned large-group review and extension activities in the classroom to free the teacher to provide intensive small group or 1-to-1 instruction for students at risk of failing in Science.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title I Schoolwide, Section 31a	Title I Teacher, Instructional assistants, Classroom teachers

Activity - PM Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with an afternoon session of Kindergarten.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title I Schoolwide	Kindergarten Teacher

Strategy 4:

Cereal City Science Kits - Cereal City Science Kits are being used in grades K-7. New teachers or teachers changing grade level assignments will be trained in their use. Kits, kit re-supplies, trade books, and supplemental materials will be purchased and upgraded as the Next Generation Science Standards are phased into the kits.

Category: Science

Research Cited: The Battle Creek Area Mathematics and Science Center has developed a Kindergarten through Seventh grade inquiry-based science curriculum that is aligned with the Michigan Grade Level Content Expectations. The purpose of the program is to provide good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum

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provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process.

Tier: Tier 1

Activity - Physical Science Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Physical Science Kits updated to the Next Generation Science Standards will be purchased along with trade books and supplemental materials.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	Administration and select professional staff
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers or teachers assigned to a new grade level will take the required training for implementing the science kits.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	Outside trainers and administration
Activity - Resupply	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cereal City Science Kits will be resupplied with materials and trade books.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	Administration and select professional staff

Goal 2: All graduates of Walkerville Public Schools will be College, Career and Life Ready in English Language Arts

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in order to meet the district proficiency target in English Language Arts by 06/30/2020 as measured by M-STEP and other state and local assessments.

Strategy 1:

Supplemental Support Personnel - The District will employ federally-funded support personnel to offer supplementary services to help identify and support the scholastic achievement of students who are at risk of failing to meet challenging academic standards.

Category:

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Research Cited: Slavin (1989) and Fuchs et. al. (2008) suggest that smaller group instruction is beneficial to at-risk students.

Marzano (2012). The highly engaged classroom. ASCD; Marzano (2006). Classroom assessment and grading that works

Tier: Tier 2

Activity - Title I and At Risk Support Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in Language Arts. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a, Title I Schoolwide	Title 1 Teacher, AtRisk 31a teacher
Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Assistants will, under teacher direction and with teacher present, supervise teacher-planned large-group review and extension activities in the classroom to free the teacher to provide intensive small group or 1-to-1 instruction for students at risk of failing in Language Arts.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Section 31a, Title I Schoolwide	Migrant and 31a At-Risk and Title 1 Instructional Assistants, Content area teachers
Activity - PM Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with an afternoon session of Kindergarten.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title I Schoolwide	Kindergarten Teacher

Strategy 2:

Professional Learning - The District and the West Shore ESD will offer relevant, sustained, high-quality, research-based professional development to ensure staff is prepared to make good instructional and classroom management decisions that engage students in their learning and provide high-quality feedback to improve students' reading achievement.

Category: English/Language Arts

Research Cited: Marzano (2012). The highly engaged classroom. ASCD; Marzano (2006). Classroom assessment and grading that works

Tier: Tier 1

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Activity - MiELA Network: MAISA Units and Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to implement the CCSS aligned writing and/or reading units. Teachers will learn how to revise writing and/ or reading instruction to better support the CCSS.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/01/2020	\$0	Title II Part A	Classroom teachers of ELA
Activity - ELA Networks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representatives from districts share and learn about: Curriculum alignment to CCSS, Student Engagement, Formative assessment, Balanced assessment, Literacy strategies and opportunities and Teacher and student highlights	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	Classroom ELA teachers
Activity - MACUL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend MACUL to learn and share knowledge about the many ways technology is used to support education and ensure student success in all subject areas. Attendees will share strategies with instructional staff during meetings or other allotted Professional Development opportunities.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	District Teachers, Administrators and Technology Director
Activity - Adaptive Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to develop a culture of inquiry learning. Teachers will learn strategies to engage students. Teachers will learn protocols for working together to analyze data.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	District Instructional and Administrative Staff
Activity - Google Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Instructional Staff members will attend the miGoogle conference to learn about Google Apps for Education, Chromebooks, Android Tablets, and other cloud-based tools and services. Information will be shared with other instructional staff during meetings or other professional learning opportunities.	Technology, Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Section 31a, Title II Part A	Instructional Staff
Activity - Michigan Reading Association's Annual Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will attend the Michigan Reading Association's Annual Conference to learn and share knowledge about reading and writing strategies. Attendees will share strategies with instructional staff during meetings and other allotted Professional Development opportunities.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A, Section 31a	Classroom Teachers
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Activity - EBLI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Evidence Based Literacy Instruction training. Teachers will learn how to infuse EBLI methodology into their current curriculum. Attendees will share strategies with instructional staff during meetings and other allotted professional development opportunities.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	Classroom Teachers

Activity - Middle School ELA Network Focus: Struggling Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive interactive professional learning on strategies to utilize with struggling middle school readers. Substitute teachers may be provided for release time.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Section 31a	District Teachers

Activity - How to Differentiate Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District teachers will learn how to differentiate reading instruction to reach all students.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	Section 31a	District Teachers

Strategy 3:

Supplemental Materials - Additional materials and technology will be provided to enhance interventions with students who are at risk of failing to meet the state standards in Reading.

Category:

Research Cited: Using Technology to Enhance Rtl Implementation by Matthew K. Burns, Ph.D., University of Minnesota

Tier: Tier 1

Activity - RAZ Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are provided additional targeted reading practice which includes a component for home connection.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Title I Schoolwide	Classroom Teachers

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Accelerated Reader Program will be utilized to enhance student reading fluency and comprehension, as well as provide feedback on student understanding.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Title I Schoolwide	Classroom teachers
Activity - Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading A-Z will provide teachers with additional supplemental materials in order to target reading instruction according to individual student needs.	Supplemental Materials	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Title I Schoolwide	Classroom Teachers
Activity - Kids Read Now	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kids Read Now is a program that provides kindergarten through third grade students books over the summer. The first three books are given out at a family night. Each time a parent reports that their child has read a book, they are sent a new book for a total of nine over the summer.	Materials, Supplemental Materials	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Section 31a	Title I Teacher
Activity - Open-up Resources Bookworms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teacher will implement the bookworms program with fidelity (including all instructional materials and student materials).	Supplemental Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$585	General Fund	Teaching staff

Goal 3: All graduates of Walkerville Public Schools will be College, Career and Life Ready in Mathematics.

Measurable Objective 1:

47% of All Students will demonstrate a proficiency in order to meet the district proficiency target in Mathematics by 06/30/2020 as measured by M-Step and other state and local assessments.

Strategy 1:

Federally Funded Support Personnel - The District will employ federally-funded support personnel to offer supplementary services to help identify and support the scholastic achievement of students who are at risk of failing to meet challenging academic standards.

Category: Mathematics

Research Cited: Slavin (1989) and Fuchs et. al. (2008) suggest that smaller group instruction is beneficial to at risk/ struggling students.

Tier: Tier 2

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Activity - Title I and At Risk Support Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in Mathematics. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Title I Schoolwide, Section 31a	Title I teacher, 31a At-Risk Teacher, Classroom teachers
Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Assistants will, under teacher direction and with teacher present, supervise teacher-planned large-group review and extension activities in the classroom to free the teacher to provide intensive small group or 1-to-1 instruction for students at risk of failing in Mathematics.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Section 31a, Title I Schoolwide	Classroom mathematics teachers, federally funded instructional assistants
Activity - PM Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with an afternoon session of Kindergarten.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title I Schoolwide	Kindergarten Teacher

Strategy 2:

Professional Learning - The District and the West Shore ESD will offer relevant, sustained, high quality, research-based Mathematics professional development to ensure staff is prepared to make good instructional and classroom management decisions that engage students in their learning and provide high-quality feedback to improve students' reading achievement.

Category: Mathematics

Research Cited: Marzano (2012). The highly engaged classroom. ASCD; Marzano (2006). Classroom assessment and grading that works

Tier: Tier 1

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

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Coaches and consultants from Math Expressions and Carnegie Learning will provide demonstration lessons and in class coaching for teachers. Substitute teachers may be provided for release time.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Section 31a, Title II Part A	Classroom Mathematics teachers, Math Expression and Carnegie Learning staff
Activity - Adaptive Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to develop a culture of inquiry learning. Teachers will learn strategies to engage students. Teachers will learn protocols for working together to analyze data.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	District Instructional Staff
Activity - MACUL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend MACUL to learn and share knowledge about the many ways technology is used to support education and ensure student success in all subject areas. Attendees will share strategies with instructional staff during meetings or other allotted Professional Development opportunities.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	District Teachers, Administrators and Technology Director
Activity - Engaging Students in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to deepen student engagement through the use of technology, expanding math talk with students, and lesson sequencing. Teachers will also have the opportunity to visit and observe other math teachers in their classrooms.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	Classroom Mathematics Teachers
Activity - Code.org Professional Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in an interactive professional learning opportunity through out the summer and school year to work hands on with a new computer science curriculum. Substitute teachers may be provided for release time.	Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title I Part A	District Teachers

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Activity - Add+Vantage Math Recovery® Course 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This professional learning opportunity provides teachers with efficient and effective assessment tools to recognize their students' current understandings of number concepts, and to support data-driven instruction.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	Section 31a	District Teachers and Instructional Assistants
Activity - Developing Numerical Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructors will receive training in identifying ways to increase numerical literacy for all students.	Direct Instruction, Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Section 31a	Math teachers and paraprofessionals.
Activity - Mathematical Mindsets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District teachers will learn how to create a growth mindset for mathematics by giving illustrative examples, information, techniques, and activities that can be put in place to make math more enjoyable and achievable for all students.	Supplemental Materials, Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Section 31a	District Teachers
Activity - Coding and Drones	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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6-12 Math and computer science teachers will begin implementing more STEM opportunities in the classroom. Adding coding to our computer science curriculum with engineering principals will increase students engagement and critical thinking skills.	Direct Instruction, Supplemental Materials, Professional Learning, Curriculum Development	Tier 1		07/01/2019	06/30/2020	\$0	Title II Part A	Secondary math / computer science teacher will be trained and begin implementing coding and engineering principals in their classroom. Teacher will also work within the PLC model to train middle school teachers on the same principals.
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Strategy 3:

Mathematic Supplies and Materials - Supplies and materials for the implementation of Math Expressions (K-5) and Carnegie Learning (6-10) will be purchased for classroom and individual use.

Category: Mathematics

Research Cited: Math Expressions--Supports the CCSS by covering select concepts for deeper mastery

NSF-funded, research-based, and proven to raise student achievement

Offers new ways to teach and learn through exploration, modeling and discussion

* This material is based upon work supported by the National Science Foundation under grant numbers ESI-9816320, REC-9806020, and RED-935373.

Carnegie Learning--Carnegie Learning® curricula are based on over 20 years of scientific research into how students think, learn, and apply new knowledge in mathematics. Carnegie Learning curricula are based on extensive scientific research from Carnegie Mellon University, along with field tests in schools throughout the United States. Carnegie uses students' intuitive problem-solving abilities as a powerful bridge to more formal and sophisticated mathematical comprehension.

Tier: Tier 1

Activity - Material and Supply Purchase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Workbook and supplemental supply purchase for classroom and individual use with Math Expressions and Carnegie Learning.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	Administrati on and select professiona l staff
Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Purchase the book Number Talks by Sherry Perish for teachers to utilize for math interventions.	Materials, Supplemental Materials	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Section 31a	Teachers, Title I Teacher
Activity - Imagine Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will utilize Imagine Math for math remediation, recovery and intervention.	Materials, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	District Teachers

Goal 4: Walkerville LEP, Migrant, EL, and Homeless students will be College, Career and Life Ready in all subject areas.

Measurable Objective 1:

A 2% increase of Hispanic or Latino, Homeless and English Learners students will demonstrate a proficiency that the achievement gap in assessed subject areas between Migrants and EL and their non-Migrant and EL peers will narrow in English Language Arts by 06/30/2020 as measured by at least 2% at each grade level on the M-Step/MME..

Strategy 1:

Federally Funded Support Personnel - Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in core subject areas. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.

Category:

Research Cited: Slavin (1989) and Fuchs et. al. (2008) suggest that smaller group instruction is beneficial to at-risk students.

Tier: Tier 1

Activity - Title I Support Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in core subject areas. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title I Part C	Migrant Title IC Teacher, classroom teachers,
Activity - Instructional Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Instructional Assistant will, under teacher direction and with teacher present, supervise teacher-planned large-group review and extension activities in the classroom to free the teacher to provide intensive small group or 1-to-1 instruction for migrant students at risk of failing core subject areas.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title I Part C	Classroom Teachers, Title Teacher, Title III and IC Instructional Assistant

Strategy 2:

Increase Educational Continuity and Instructional Time - Migrant students will be provided access to materials that will support all school related activities in order to promote educational continuity, instructional time, and full participation in school related activities.

Category:

Research Cited: Migrant Students' Needs Identified through the CNA and State Delivery Plan

Tier: Tier 2

Activity - School Related Activity Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Migrant students, as identified by migrant and other school staff, will be provided with materials necessary to participate fully in all school related activities.	Supplemental Materials	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Title I Part C	School and Migrant staff
Activity - Educational Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional educational materials will be provided to migrant students in order support educational continuity and instructional time.	Supplemental Materials	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title I Part C	Migrant and other school staff
Activity - Credit Accrual	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Migrant students who are behind in required graduation credits will be provided the opportunity for credit accrual through PASS or other online programs.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Title I Part C	Instructional staff, migrant director

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Activity - Imagine Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL students will utilize the Imagine Learning program in order to provide additional support in English Language development.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Title III	Instructional Assistants, Classroom Teachers, Title program funded teachers
Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sheltered Instruction Observation Protocol (SIOP) is a k-12 initiative to increase instruction effectiveness for EL students. Teachers are trained in classroom techniques, protocols, given instructional materials to assist, and provided PD opportunities to improve their classroom instruction to EL students.	Direct Instruction, Teacher Collaboration, Supplemental Materials, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	k-12 instructional staff, administrative staff

Strategy 3:

Family Activity Nights - District staff members as well as other community members will coordinate family activity nights with activities to promote school awareness and other identified areas of family needs in order to create a home environment that encourages learning, communicate high, yet reasonable, expectations for their children's achievement and future careers, and become involved in their children's education at school and in the community. The MDE Parent Involvement Toolkit will be utilized as a resource.

Category:

Research Cited: Research Brief: Parent Engagement in Education

<http://www.fscp.org/upload/newsletters/CELL%20research%20brief.pdf>

Beyond Random Acts: Family, School, and Community Engagement as an

Integral Part of Education Reform <http://www.hfrp.org/publicationsresources/browse-our-publications/beyond-random-acts-family-school-andcommunity-engagement-as-an-integral-part-of-education-reform>

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Tier: Tier 1

Activity - Migrant Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Migrant Education Program will host two family nights based on needs identified through the Regional/State PAC meetings. Food, child care, door prizes as well as materials to implement the family activities will be provided.	Parent Involvement	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title I Part C	Migrant and WPS staff

Activity - EL Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL/Title 3 Program will host two family nights based on needs identified through parent surveys. Food, child care, door prizes as well as materials to implement the family activities will be provided.	Parent Involvement	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title III	WPS staff

Strategy 4:

Sheltered Instruction Implementation - Sheltered Instruction Implementation - Instructional staff will utilize Sheltered Instruction strategies effectively to increase students' comprehension in the four domains(reading, writing, listening, and speaking) across the content areas.

Category:

Research Cited: Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction. Center for Applied Linguistics: Washington, DC, United States. TESOL QUARTERLY Vol. 46, No. 2, June 2012.

Echevarria, J., Richards-Tutor, C., Canges, R., & Francis, D. (2011). Using the SIOP Model to promote the acquisition of language and science concepts with English learners. Bilingual Research Journal, 34 (3), 334-351.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of LEP students will participate in Professional Development for Sheltered Instruction, either in district provided by a coach to address individual needs or by attending an out of district training.	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title III	Classroom teachers of EL students, Sheltered Instruction Coach

Activity - Collaborative Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers of EL students will participate in collaborative observations focused on identifying and modeling implementation of Sheltered Instruction components within regular classroom teaching. Substitutes will be required to provide groups of teachers. release time to observe their peers and then debrief.	Teacher Collaboration, Walkthrough, Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title III	Teachers of EL Students, School Administrators, Sheltered Instruction Coach
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Activity - MABE conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected Teachers of EL students will attend the MABE conference to gather information pertaining to Sheltered Instruction and EL best practices. Information will be shared with other instructional staff during meetings or other professional learning opportunities.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title III	Teachers of EL students

Strategy 5:

Migrant Recruitment - Migrant Recruiter will locate identify and Migrant students in a timely manner in order for Migrant students to be eligible receive appropriate services. The recruiter will collaborate with the community, local businesses, neighboring districts and state ID& R to locate and serve all migrant students.

Category:

Research Cited: MDE MEP

Tier: Tier 1

Activity - Migrant Recruiter/ Data Entry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recruiter and data entry personnel will identify migrant families and ensure their information is entered in the Migrant Education Data System.	Policy and Process, Other	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title I Part C	Migrant Recruiter/ Data Entry/ and Migrant Director

Strategy 6:

Supplemental Technology - Teach essential skills and strategies

Provide differentiated instruction

Provide explicit and systemic instruction with lots of practice

Provide opportunities to apply skills and strategies in reading and writing meaningful text (with instructional support)

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Be sure students learn critical content--monitor student progress regularly and reteach as necessary
Imagine Learning uses all of these methods in an environment with engaging art, music, video, and games.

Category: Technology

Research Cited: The Imagine Learning curriculum is founded in scientifically based research. Carolyn Denton, Children's Learning Institute, identifies five overriding research supported characteristics of effective instruction for students with reading difficulties.

Tier: Tier 2

Activity - Imagine Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Imagine Learning an online program will be purchased for use with students who are in need of additional assistance. Professional development will be provided to staff.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$1	Title III	School teaching and support staff

Measurable Objective 2:

A 5% increase of Homeless students will demonstrate a proficiency by at least 5% in English Language Arts by 06/30/2019 as measured by state assessments at each grade level.

Strategy 1:

McKinney-Vento (M-V) Homeless Liaison Education - The District McKinney-Vento (M-V) Homeless Education Liaison will collaborate with the M-V Consortium Grant Coordinator to identify and serve homeless students throughout the school year.

Category: Other -

Tier:

Activity - MV Grant Consortium Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District MV Liaison will attend all MV Grant Consortium meetings (2-6) per school year as professional development.	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	MV Liaison

Activity - MV Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Liaison will collaborate and coordinate with the MV grant coordinator to make all school staff aware of the district responsibilities and strategies for serving homeless students.	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	MV Liaison

Activity - Special Populations Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The District Liaison will attend the annual MDE Special Populations Conference to gain information on collaboration and coordination with other educational and community programs serving homeless students and families.	Professional Learning	Tier 1	Monitor	07/01/2019	06/01/2020	\$0	No Funding Required	MV Liaison
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Strategy 2:

MV Homeless Education Liaison - The District MV Homeless Education Liaison will track and monitor all homeless students' performance on statewide assessments, and work with the District Improvement Team to identify gaps and strategies to impact the achievement of these students.

Category: Other -

Tier: Tier 1

Activity - Data Maintenance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Liaison will maintain a database (file) of all homeless students, containing data on enrollment, living situation, program and subgroup participation, barriers/needs, and consortium services provided, and academic achievement outcomes.	Policy and Process, Other - Data entry	Tier 1	Monitor	07/01/2019	06/01/2020	\$0	No Funding Required	MV liaison

Activity - Data Reporting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Liaison will collect and report data on homeless students as required by the MV grant coordinator and MDE.	Other	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	MV Liaison

Goal 5: Walkerville will implement district structures (communication systems, decision-making systems, support for continuous professional learning) to fully support a three-tiered K-12 MTSS framework with fidelity for all students in behavior and academics.

Measurable Objective 1:

demonstrate a proficiency in systems that support MTSS implementation by 06/30/2020 as measured by as measured by increasing the "Leadership for Learning" Strand from 46% to 58% on the School Systems Review Rubric (SSR) (Scoring: Beginning 0, Partial 1, Full 2, Sustained 3).

Strategy 1:

Organizational Management - Increase the "Organizational Management" Standard (SSR) through implementing district structures/systems to support MTSS implementation.

Category: School Culture

Research Cited: Sugai, 2008; MiBISI Critical Features of MTSS Practice Profile, 2012; McIntosh, Bohanon, & Goodman, 2010; Batsche, Elliott, Graden, Grimes,

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Kovaleski, Prasse, Reschly, Schraq, & Tilly, 2005.

Tier: Tier 1

Activity - Communication System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and utilize a communication plan to keep all stakeholders informed of district information, including MTSS implementation.	Policy and Process	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Section 31a	Administrators and select instructional staff
Activity - Addressing Internal Barriers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and utilize a process for soliciting and addressing internal barriers to ensure successful MTSS implementation.	Policy and Process	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Section 31a	Administrators and select instructional staff
Activity - Google Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning for staff in the use of Google Apps to ensure the effective use of the district communication system.	Technology, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Section 31a	WSESD staff, administration, and select professional staff
Activity - Decision-Making System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and utilize a district-wide decision making process based on multiple data sources.	Policy and Process	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Section 31a	WSESD staff, administration, and select professional staff
Activity - Data Dialogue Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provide professional learning to staff leaders to be able to facilitate the district decision making process.	Technology , Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Section 31a	WSESD staff, administration, and select professional staff
Activity - Staff Selection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a process to select/designate staff to support MTSS.	Policy and Process	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Section 31a	WSESD, administration, and select professional staff
Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will participate in intensive training on the PLC model. Staff will collaborate on a weekly basis to review data to improve student achievement.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	Administration, teachers, and select support staff.
Activity - Professional Learning Communities at Work Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff will attend this workshop to become extensively trained on the PLC model. Staff that attends will bring the information back to the district to utilize during the PLC meetings.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	Select Teachers and administration
Activity - Kagan Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will attend Kagan training provided through WESD to learn Kagan structures to enhance engagement and achievement for all students across all content areas.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$3000	Section 31a, Title II Part A	All educators, paraprofessionals, and administrators

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Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will do a book study of the book Help for Billy by Heather T. Forbes.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	Teachers, Administrators
Activity - Planbook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize planbook to increase student engagement and assist with lesson planning.	Materials, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	District Teachers and Administrators
Activity - Love and Logic	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will attend training on Love and Logic to be used as a classroom management systems in support of our MTSS System.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	District Teachers and Instructional Staff
Activity - Cognitive Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educators trained in Cognitive Coaching are better able to support and mediate the thinking of their colleagues, students, and parents.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	District Teachers
Activity - Quality Schools (Glasser Training)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will attend the Glasser Training to help students who have Tier 2 and Tier 3 behaviors.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	Section 31a	District Staff

Strategy 2:

PSC/PBIS - Increase the "Culture for Learning" Standard (SSR) by implementing MTSS for behavior through Positive School Climate (PSC)/Positive Behavior Interventions & Supports (PBIS) schoolwide.

Category: School Culture

Research Cited: MiBLISI

Tier: Tier 1

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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning for PSC/PBIS. This will entail multiple days of Tier 2 and Tier 3 training.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$1	Section 31a	WSESD staff, administration, select professional staff
Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching will be provided at every PSC/PBIS professional learning opportunity and follow-up coaching will ensure implementation.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Section 31a	WSESD staff, MTSS coaches
Activity - Annual Fall PSC/PBIS Kick-off	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will engage in yearly kick-off activities	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$1	General Fund, Section 31a	Administration and professional staff
Activity - Data Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data reviews will occur three times a year to monitor progress and check fidelity of implementation. Decisions will be made utilizing this data with the district wide decision making process.	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	WSESD staff, administration, and staff
Activity - PBIS/PSC Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-weekly assemblies, weekly rewards, popcorn and pickle Fridays, and monthly celebrations. This will help fund rewards (positive incentive field trips), prizes, and motivational projects that take place.	Materials	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Section 31a	Teachers and administration

Strategy 3:

Literacy Practices - Using the GELN K-3, 4-5, and 6-12 Instructional Practices in Literacy, MAISA Reading and Writing Units, and additional research as needed, teachers will align reading curricula, instructional practices, and assessments to develop a cohesive Tier One Reading System.

Category: English/Language Arts

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Research Cited: Essential Instructional Practices in Early Literacy

<http://www.gomaisa.org/sites/default/files/K-3%20Literacy%20Essentials%203.2016.pdf>

http://www.gomaisa.org/downloads/gelndocs/essential_instructionalliteracygr4-5.pdf

<http://www.gomaisa.org/downloads/gelndocs/essentialcoachingpractices.pdf>

Tier: Tier 1

Activity - GELN, MAISA Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive interactive professional learning on the GELN K-3, 4-5, and 6-12 Essential Instructional Practices in Literacy and MAISA Reading and Writing Units.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	WSESD staff, administration, and select professional staff

Activity - Reading Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive interactive professional learning to adapt/create an aligned tier one reading curriculum. This will entail multiple days of professional learning, substitute teachers may be provided for release time, and materials necessary to implement the reading curriculum.	Materials, Supplemental Materials, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	WSESD staff, administration, and select professional staff

Activity - Reading Curriculum Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive coaching to implement an aligned tier one reading curriculum.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	WSESD staff, administration, and select professional staff

Activity - Essential Literacy Practices Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will receive interactive professional learning on essential literacy practices. This will entail multiple days of training. Substitute teachers may be provided for release time, and funding for necessary materials to implement the literacy essentials.	Materials, Supplemental Materials, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	WSESD staff, administration, select paraprofessional and professional staff
Activity - Essential Literacy Practices Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive coaching to implement essential literacy practices. This will be in classroom work.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	WSESD staff, administration, and select professional staff
Activity - Balanced Tier 1 Reading Assessment System Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive interactive professional learning on a balanced tier one reading assessment system. This will entail multiple days of training. Substitute teachers may be provided for release time.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	WSESD staff, administration, and select professional staff
Activity - Reading Assessment System Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive coaching to implement and analyze a balanced tier one reading assessment system for data based decision making.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	WSESD staff, administration, and select professional staff
Activity - Systematic Phonics Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Elementary Instructional staff will implement the Logic of English systematic phonics program with fidelity (including training, access to coaching, and all instructional materials and student materials).	Materials, Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title I Part A, Title II Part A	Principal, Instructional Staff
Activity - Kindergarten Readiness Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be trained in how to administer the Kindergarten Reading Assessment, receive assessment kits, and learn how to use student reports to inform instruction, and explore resources to support learning.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	Kindergarten Teacher, Title 1 Teacher
Activity - Social Studies Literacy Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies instructors will attend professional development to enhance their instructional skills in Social Studies literacy (spatial thinking, text structures, primary texts, map skills, charts, graphs, etc.).	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	Social Studies Teachers

Goal 6: All students at Walkerville Public School will be caring, knowledgeable lifetime learners, and contributing members of society.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in social competency and academic awareness. in Career & Technical by 06/30/2020 as measured by surveys completed by students and teachers, as well as SWIS behavioral data. .

Strategy 1:

Professional Learning - The District and the West Shore ESD will offer relevant, sustained, high-quality, research-based professional development to ensure staff is prepared to make decisions that engage and support students in their learning and provide high-quality feedback to improve students' achievement.

Category:

Research Cited: Marzano (2012). The highly engaged classroom. ASCD; Marzano (2006). Classroom and assessment and grading that works.

Tier: Tier 1

Activity - SAT Fall Counselor & Implementation work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school counselor will receive additional training on the SAT, updates to the SAT for the 2016/2017 school year, how score reports can help students improve their college readiness skills and on how to utilize Khan Academy with Students.	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	School Counselor
Activity - Michigan School Counselor Association Annual Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will learn strategies to engage students and improve school counseling practices for At-Risk students.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$175	Section 31a	School Counselor
Activity - Principal Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal PD for 5D+ observation and evaluation training, MASSP Conference, and MEMSPA Conference.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	Principal
Activity - Engaging and Motivating Students of Poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will study Eric Jensen's work on teaching students who live in poverty, and learn to implement practical strategies in their classroom for: building positive climate, building students' cognitive capacity, developing students' motivation and effort, engaging for deep understanding, and engaging for energy and focus. Strategies learned are effective for ALL students.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	District Teachers, Administrators
Activity - Promoting the Publics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District counselor will attend the Promoting the Publics conference to learn up to date information on college entrance criteria and college planning.	Professional Learning, Career Preparation /Orientation	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	General Fund	District Counselor
Activity - School Leadership Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administration will attend the School Leadership Conference to learn how to improve student achievement.	Professional Learning	Tier 1		07/01/2019	06/30/2020	\$0	Title II Part A	Administration
Activity - School Improvement Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District Improvement Team will attend the School Improvement Series to develop and work on the school improvement plan.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	District Improvement Team
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Activity - New Teacher Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Topical inquiry will be combined with observation through classroom learning labs so that participants will learn how to work with their mentors, maintain certification, improve instruction, classroom culture, engagement and formative assessment.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	General Fund	District Teachers

Strategy 2:

Character Development - Social and Behavioral Interventions-Classroom, small group and individual interventions will be utilized to enhance students' school achievement and social/behavioral understandings.

Category:

Research Cited: Sam Steen and Carol Kaffenberger (2007) Integrating Academic Interventions into Small Group Counseling in Elementary School. Professional School Counseling: June 2007, Vol. 10, No. 5, pp. 516-519

Tier: Tier 1

Activity - Second Step	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-8 will receive the Second Step school counseling curriculum either through classroom or small group lessons. These lessons will occur on a weekly or bi-weekly schedule. The Second Step Curriculum is a researched based curriculum that has shown to be effective to broaden students social competence and decrease problem behaviors.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$2000	Section 31a	School Counselor

Activity - Individual and Small Group Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to be involved in individual or small groups to develop the tools and skills they need to be successful in school. These groups will be led by the school counselor. Topics will include, but will not be limited to, behavior management, academic achievement, time management, bullying, life changes, career awareness, college, study skills, etc. Books, workbooks, etc will be used to engage the students in the small group setting.	Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Section 31a	School Counselor

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Activity - Bullying Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkerville will work to develop awareness and prevention of bullying. Workbooks, books, posters, etc will be utilized to engage students students.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Section 31a	Student Services Director and teachers
Activity - Bullying prevention program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student services director and teachers will work to implement a Bullying prevention program. Books, workbooks, etc will be used to engage students and teach the curriculum.	Behavioral Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Section 31a	Student services director and teachers.
Activity - Contract with a counselor or social worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A counselor or social worker will provide individual counseling services to students identified in need of this service by the principal or student services director. The counselor/social worker will be in the building one day a week providing these services to students.	Behavioral Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Section 31a	Student Services Director and Administrators

Strategy 3:

Family Activity Nights - District staff members as well as other community members will coordinate family activity nights with activities to promote school awareness and other identified areas of family needs in order to create a home environment that encourages learning, communicate high, yet reasonable, expectations for their children's achievement and future careers, and become involved in their children's education at school and in the community. The MDE Parent Involvement Toolkit will be utilized as a resource.

Category:

Research Cited: Research Brief: Parent Engagement in Education

<http://www.fscp.org/upload/newsletters/CELL%20research%20brief.pdf>

Beyond Random Acts: Family, School, and Community Engagement as an

Integral Part of Education Reform <http://www.hfrp.org/publicationsresources/browse-our-publications/beyond-random-acts-family-school-andcommunity-engagement-as-an-integral-part-of-education-reform>

Tier:

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Activity - Title I Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I Program will host two family nights based on needs identified through parent surveys. Food, child care, door prizes as well as materials to implement the family activities will be provided.	Parent Involvement	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title I Schoolwide	School staff and community members

Strategy 4:

Safe Environment - Technology and other safety measures will be utilized to provide administration and staff with the necessary tools to keep students safe while in, as well as traveling to and from, school.

Category:

Research Cited: Carmen, A. D., Polk, E.O., Segel, C., & Bing, R. L., (June 2000.) Fear of crime on campus:

Examining fear variables of CRCJ majors and non-majors in pre and post serious crime environments. Journal of Security Administration, 23, 22-47.

Dameron, S. L., Bora-DeTard, K. A., & Bora, D., (2009.) An assessment of campus security and police information on college/university Websites. Security Journal, 22, 251-268.

Tier: Tier 1

Activity - Video Surveillance/Keyscan Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Video surveillance equipment/Keyscan systems will be utilized to ensure the safety of building entrances and student activities.	Other	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Section 31a	Administration, Technology Director

Strategy 5:

Fall Testing - Students in grades 8, 9, 10 and 11 will take the Fall PSAT to gain experience with high stakes testing.

Category: Other - Testing

Tier: Tier 1

Activity - Fall PSAT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 8-11 will be given the opportunity to take the fall PSAT during the school day to prepare them for spring testing.	Career Preparation /Orientation	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Section 31a	PSAT Test Coordinator, administration, classroom teachers

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Measurable Objective 2:

80% of All Students will achieve college and career readiness through the implementation of a successful 1:1 mobile device program increasing student achievement by creating and supporting equitable opportunities for student learning through technology in Career & Technical by 06/30/2019 as measured by the creation of SMART goals.

Strategy 1:

Mobile Devices - Purchase of individual mobile devices and protective covers for each K-12 students use.

Category: Technology

Tier: Tier 1

Activity - Increase competence and confidence in technology use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing professional development for infusing technology into the curriculum, including instructional methods, content, and assessment available through the 1:1 setting.	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Section 31a	Outside trainers, administration, select professional staff

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support of professional learning communities in the development and revision of rigorous and engaging technology-infused curricula.	Teacher Collaboration	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Section 31a	Outside trainers, administration, and professional staff

Activity - Life Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improvement of teaching delivery methods to incorporate necessary "life skills."	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Section 31a	Outside trainers, administration, and professional staff

Measurable Objective 3:

100% of All Students will achieve college and career readiness through work based learning opportunities in Career & Technical by 06/30/2020 as measured by implementing the career development model curriculum.

Strategy 1:

Work Based Learning Opportunities - The district will offer opportunities for ALL students to engage in work based learning. These career development activities will be part of a comprehensive career development framework and implemented at every grade.

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Category: Career and College Ready

Research Cited: MDE. (2019). Michigan Career Development Model (p. 36). Lansing, MI: Author. Retrieved from https://www.michigan.gov/documents/mde/MI_Career_Development_Model_-_Dec._18_2018_641266_7.pdf

Tier: Tier 1

Activity - Oceana College and Career Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered the opportunity to attend the Oceana College and Career Fair to engage in college and career awareness activities.	Field Trip, Career Preparation /Orientation	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	General Fund	District Staff
Activity - Fire Barn Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary students will attend a field trip to the Fire Barn to get exposed to different career fields.	Field Trip	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	District Staff
Activity - Students in the Workplace	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided the opportunities to attend students in the workplace job shadowing trips. There will be one event held in the fall and one in the spring.	Field Trip, Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	District Counselor
Activity - CTE Visit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 8 and 10 will attend a CTE visit to learn about the different programs available. The students will engage learn about the variety of careers available through those programs.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	District Counselor
Activity - Boomerang	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school students will be provided the opportunity to attend the Boomerang Career Day event. Students will learn about a variety of careers in our region.	Career Preparation /Orientation	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	General Fund	District Staff, Boomerang Event Coordinators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
GIZMOS	Teachers will provide students with skills to understand and relate to various test questions. The online program GIZMOS will be utilized in order to provide online simulations that power inquiry and understanding.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Teachers of Science
Open-up Resources Bookworms	Kindergarten teacher will implement the bookworms program with fidelity (including all instructional materials and student materials).	Supplemental Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$585	Teaching staff
Annual Fall PSC/PBIS Kick-off	Students and staff will engage in yearly kick-off activities	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrative and professional staff
New Teacher Series	Topical inquiry will be combined with observation through classroom learning labs so that participants will learn how to work with their mentors, maintain certification, improve instruction, classroom culture, engagement and formative assessment.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	District Teachers
Promoting the Publics	District counselor will attend the Promoting the Publics conference to learn up to date information on college entrance criteria and college planning.	Professional Learning, Career Preparation /Orientation	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	District Counselor
CTE Visit	Students in grades 8 and 10 will attend a CTE visit to learn about the different programs available. The students will engage learn about the variety of careers available through those programs.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Counselor
Students in the Workplace	Students will be provided the opportunities to attend students in the workplace job shadowing trips. There will be one event held in the fall and one in the spring.	Field Trip, Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Counselor

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Boomerang	Middle school students will be provided the opportunity to attend the Boomerang Career Day event. Students will learn about a variety of careers in our region.	Career Preparation /Orientation	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	District Staff, Boomerang Event Coordinators
School Improvement Series	District Improvement Team will attend the School Improvement Series to develop and work on the school improvement plan.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Improvement Team
Fire Barn Field Trip	Elementary students will attend a field trip to the Fire Barn to get exposed to different career fields.	Field Trip	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Staff
Oceana College and Career Fair	Students will be offered the opportunity to attend the Oceana College and Career Fair to engage in college and career awareness activities.	Field Trip, Career Preparation /Orientation	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	District Staff
Cereal City Science Kits	Cereal City Science kits are used in the elementary and have now been created and aligned for middle school use. This training will prepare our district teachers to implement a vertically aligned curriculum with better fidelity.	Direct Instruction, Supplemental Materials, Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	District classroom teachers, paraprofessionals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness Assessment Training	Instructional staff will be trained in how to administer the Kindergarten Reading Assessment, receive assessment kits, and learn how to use student reports to inform instruction, and explore resources to support learning.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Kindergarten Teacher, Title 1 Teacher
Professional Learning Community	District staff will participate in intensive training on the PLC model. Staff will collaborate on a weekly basis to review data to improve student achievement.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Administration, teachers, and select support staff.
Michigan Reading Association's Annual Conference	Teachers will attend the Michigan Reading Association's Annual Conference to learn and share knowledge about reading and writing strategies. Attendees will share strategies with instructional staff during meetings and other allotted Professional Development opportunities.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Classroom Teachers

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Cognitive Coaching	Educators trained in Cognitive Coaching are better able to support and mediate the thinking of their colleagues, students, and parents.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	District Teachers
Engaging Students in Mathematics	Teachers will learn how to deepen student engagement through the use of technology, expanding math talk with students, and lesson sequencing. Teachers will also have the opportunity to visit and observe other math teachers in their classrooms.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Classroom Mathematics Teachers
Google Conference	Two Instructional Staff members will attend the miGoogle conference to learn about Google Apps for Education, Chromebooks, Android Tablets, and other cloud-based tools and services. Information will be shared with other instructional staff during meetings or other professional learning opportunities.	Technology, Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Instructional Staff
Principal Professional Development	Principal PD for 5D+ observation and evaluation training, MASSP Conference, and MEMSPA Conference.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Principal
Sheltered Instruction Observation Protocol (SIOP)	Sheltered Instruction Observation Protocol (SIOP) is a k-12 initiative to increase instruction effectiveness for EL students. Teachers are trained in classroom techniques, protocols, given instructional materials to assist, and provided PD opportunities to improve their classroom instruction to EL students.	Direct Instruction, Teacher Collaboration, Supplemental Materials, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	k-12 instructional staff, administrative staff
Adaptive Schools	Teachers will learn how to develop a culture of inquiry learning. Teachers will learn strategies to engage students. Teachers will learn protocols for working together to analyze data.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Instructional Staff
In-District Coaching	Coaches and consultants from Math Expressions and Carnegie Learning will provide demonstration lessons and in class coaching for teachers. Substitute teachers may be provided for release time.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Classroom Mathematics teachers, Math Expression and Carnegie Learning staff

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Social Studies Literacy Skills	Social Studies instructors will attend professional development to enhance their instructional skills in Social Studies literacy (spatial thinking, text structures, primary texts, map skills, charts, graphs, etc.).	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Social Studies Teachers
MACUL	Teachers will attend MACUL to learn and share knowledge about the many ways technology is used to support education and ensure student success in all subject areas. Attendees will share strategies with instructional staff during meetings or other allotted Professional Development opportunities.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Teachers, Administrators and Technology Director
EBLI Training	Teachers will attend Evidence Based Literacy Instruction training. Teachers will learn how to infuse EBLI methodology into their current curriculum. Attendees will share strategies with instructional staff during meetings and other allotted professional development opportunities.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	Classroom Teachers
Coding and Drones	6-12 Math and computer science teachers will begin implementing more STEM opportunities in the classroom. Adding coding to our computer science curriculum with engineering principals will increase students engagement and critical thinking skills.	Direct Instruction, Supplemental Materials, Professional Learning, Curriculum Development	Tier 1		07/01/2019	06/30/2020	\$0	Secondary math / computer science teacher will be trained and begin implementing coding and engineering principals in their classroom. Teacher will also work within the PLC model to train middle school teachers on the same principals.
Professional Learning Communities at Work Institute	Select staff will attend this workshop to become extensively trained on the PLC model. Staff that attends will bring the information back to the district to utilize during the PLC meetings.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Select Teachers and administration
School Leadership Conference	District administration will attend the School Leadership Conference to learn how to improve student achievement.	Professional Learning	Tier 1		07/01/2019	06/30/2020	\$0	Administration

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MACUL	Teachers will attend MACUL to learn and share knowledge about the many ways technology is used to support education and ensure student success in all subject areas. Attendees will share strategies with instructional staff during meetings or other allotted Professional Development opportunities.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Teachers, Administrators and Technology Director
Love and Logic	Teachers and staff will attend training on Love and Logic to be used as a classroom management systems in support of our MTSS System.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	District Teachers and Instructional Staff
ELA Networks	Representatives from districts share and learn about: Curriculum alignment to CCSS, Student Engagement, Formative assessment, Balanced assessment, Literacy strategies and opportunities and Teacher and student highlights	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Classroom ELA teachers
MACUL	Teachers will attend MACUL to learn and share knowledge about the many ways technology is used to support education and ensure student success in all subject areas. Attendees will share strategies with instructional staff during meetings or other allotted Professional Development opportunities.	Technology, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Teachers, Administrators and Technology Director
MiELA Network: MAISA Units and Literacy	Teachers will learn to implement the CCSS aligned writing and/or reading units. Teachers will learn how to revise writing and/ or reading instruction to better support the CCSS.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/01/2020	\$0	Classroom teachers of ELA
Adaptive Schools	Teachers will learn how to develop a culture of inquiry learning. Teachers will learn strategies to engage students. Teachers will learn protocols for working together to analyze data.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	District Instructional and administrative staff
Engaging and Motivating Students of Poverty	Participants will study Eric Jensen's work on teaching students who live in poverty, and learn to implement practical strategies in their classroom for: building positive climate, building students' cognitive capacity, developing students' motivation and effort, engaging for deep understanding, and engaging for energy and focus. Strategies learned are effective for ALL students.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Teachers, Administrators
Systematic Phonics Program	Elementary Instructional staff will implement the Logic of English systematic phonics program with fidelity (including training, access to coaching, and all instructional materials and student materials).	Materials, Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Principal, Instructional Staff

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Michigan Science Standards 101	Teachers will learn how to incorporate the Michigan Science Standards into their science instruction.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Classroom Science Teachers
Kagan Training	Teachers and paraprofessionals will attend Kagan training provided through WESD to learn Kagan structures to enhance engagement and achievement for all students across all content areas.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$3000	All educators, paraprofessionals, and administrators
Adaptive Schools	Teachers will learn how to develop a culture of inquiry learning. Teachers will learn strategies to engage students. Teachers will learn protocols for working together to analyze data.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	District Instructional and Administrative Staff

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Accrual	Migrant students who are behind in required graduation credits will be provided the opportunity for credit accrual through PASS or other online programs.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Instructional staff, migrant director
Educational Materials	Additional educational materials will be provided to migrant students in order support educational continuity and instructional time.	Supplemental Materials	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Migrant and other school staff
Instructional Assistant	An Instructional Assistant will, under teacher direction and with teacher present, supervise teacher-planned large-group review and extension activities in the classroom to free the teacher to provide intensive small group or 1-to-1 instruction for migrant students at risk of failing core subject areas.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Classroom Teachers, Title Teacher, Title III and IC Instructional Assistant
Migrant Recruiter/ Data Entry	Recruiter and data entry personnel will identify migrant families and ensure their information is entered in the Migrant Education Data System.	Policy and Process, Other	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Migrant Recruiter/ Data Entry/ and Migrant Director
Title I Support Teacher	Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in core subject areas. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Migrant Title IC Teacher, classroom teachers,

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Migrant Family Night	The Migrant Education Program will host two family nights based on needs identified through the Regional/State PAC meetings. Food, child care, door prizes as well as materials to implement the family activities will be provided.	Parent Involvement	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Migrant and WPS staff
School Related Activity Supplies	Migrant students, as identified by migrant and other school staff, will be provided with materials necessary to participate fully in all school related activities.	Supplemental Materials	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	School and Migrant staff

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative Implementation	Teachers of EL students will participate in collaborative observations focused on identifying and modeling implementation of Sheltered Instruction components within regular classroom teaching. Substitutes will be required to provide groups of teachers. release time to observe their peers and then debrief.	Teacher Collaboration, Walkthrough, Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Teachers of EL Students, School Administrators, Sheltered Instruction Coach
Professional Development	Teachers of LEP students will participate in Professional Development for Sheltered Instruction, either in district provided by a coach to address individual needs or by attending an out of district training.	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Classroom teachers of EL students, Sheltered Instruction Coach
MABE conference	Selected Teachers of EL students will attend the MABE conference to gather information pertaining to Sheltered Instruction and EL best practices. Information will be shared with other instructional staff during meetings or other professional learning opportunities.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Teachers of EL students
Imagine Learning	Imagine Learning an online program will be purchased for use with students who are in need of additional assistance. Professional development will be provided to staff.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$1	School teaching and support staff

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Imagine Learning	EL students will utilize the Imagine Learning program in order to provide additional support in English Language development.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Instructional Assistants, Classroom Teachers, Title program funded teachers
EL Family Night	The EL/Title 3 Program will host two family nights based on needs identified through parent surveys. Food, child care, door prizes as well as materials to implement the family activities will be provided.	Parent Involvement	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	WPS staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
State and Federally Funded Instructional Assistants	Instructional Assistants will, under teacher direction and with teacher present, supervise teacher-planned large-group review and extension activities in the classroom to free the teacher to provide intensive small group or 1-to-1 instruction for students at risk of failing in Science.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title I Teacher, Instructional assistants, Classroom teachers
Fall PSAT	Students in grades 8-11 will be given the opportunity to take the fall PSAT during the school day to prepare them for spring testing.	Career Preparation /Orientation	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	PSAT Test Coordinator, administration, classroom teachers
Instructional Assistants	Instructional Assistants will, under teacher direction and with teacher present, supervise teacher-planned large-group review and extension activities in the classroom to free the teacher to provide intensive small group or 1-to-1 instruction for students at risk of failing in Mathematics.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Classroom mathematics teachers, federally funded instructional assistants
PBIS/PSC Incentives	Bi-weekly assemblies, weekly rewards, popcorn and pickle Fridays, and monthly celebrations. This will help fund rewards (positive incentive field trips), prizes, and motivational projects that take place.	Materials	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Teachers and administration

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Professional Learning Communities	Support of professional learning communities in the development and revision of rigorous and engaging technology-infused curricula.	Teacher Collaboration	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Outside trainers, administration, and professional staff
Credit Recovery	Students will be given the opportunity to recover credit necessary for graduation in failed science classes.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Content area teachers, credit recovery teachers
Kids Read Now	Kids Read Now is a program that provides kindergarten through third grade students books over the summer. The first three books are given out at a family night. Each time a parent reports that their child has read a book, they are sent a new book for a total of nine over the summer.	Materials, Supplemental Materials	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title I Teacher
Data Dialogue Professional Learning	Provide professional learning to staff leaders to be able to facilitate the district decision making process.	Technology, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	WSESD staff, administration, and select professional staff
Mathematical Mindsets	District teachers will learn how to create a growth mindset for mathematics by giving illustrative examples, information, techniques, and activities that can be put in place to make math more enjoyable and achievable for all students.	Supplemental Materials, Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	District Teachers
Middle School ELA Network Focus: Struggling Readers	Staff will receive interactive professional learning on strategies to utilize with struggling middle school readers. Substitute teachers may be provided for release time.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	District Teachers
In-District Coaching	Coaches and consultants from Math Expressions and Carnegie Learning will provide demonstration lessons and in class coaching for teachers. Substitute teachers may be provided for release time.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Classroom Mathematics teachers, Math Expression and Carnegie Learning staff
Professional Learning	Staff will participate in professional learning for PSC/PBIS. This will entail multiple days of Tier 2 and Tier 3 training.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$1	WSESD staff, administration, select professional staff

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Reading Assessment System Coaching	Staff will receive coaching to implement and analyze a balanced tier one reading assessment system for data based decision making.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	WSESD staff, administration, and select professional staff
Life Skills	Improvement of teaching delivery methods to incorporate necessary "life skills."	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Outside trainers, administration, and professional staff
Reading Curriculum Training	Staff will receive interactive professional learning to adapt/create an aligned tier one reading curriculum. This will entail multiple days of professional learning, substitute teachers may be provided for release time, and materials necessary to implement the reading curriculum.	Materials, Supplemental Materials, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	WSESD staff, administration, and select professional staff
Individual and Small Group Counseling	Students will be given the opportunity to be involved in individual or small groups to develop the tools and skills they need to be successful in school. These groups will be led by the school counselor. Topics will include, but will not be limited to, behavior management, academic achievement, time management, bullying, life changes, career awareness, college, study skills, etc. Books, workbooks, etc will be used to engage the students in the small group setting.	Behavioral Support Program, Academic Support Program, Career Preparation /Orientation	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	School Counselor
Decision-Making System	Develop and utilize a district-wide decision making process based on multiple data sources.	Policy and Process	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	WSESD staff, administration, and select professional staff
GELN, MAISA Training	Staff will receive interactive professional learning on the GELN K-3, 4-5, and 6-12 Essential Instructional Practices in Literacy and MAISA Reading and Writing Units.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	WSESD staff, administration, and select professional staff
Data Reviews	Data reviews will occur three times a year to monitor progress and check fidelity of implementation. Decisions will be made utilizing this data with the district wide decision making process.	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	WSESD staff, administration, and staff

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Number Talks	Purchase the book Number Talks by Sherry Perish for teachers to utilize for math interventions.	Materials, Supplemental Materials	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Teachers, Title I Teacher
Professional Learning	New teachers or teachers assigned to a new grade level will take the required training for implementing the science kits.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Outside trainers and administration
Annual Fall PSC/PBIS Kick-off	Students and staff will engage in yearly kick-off activities	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Administration and professional staff
Balanced Tier 1 Reading Assessment System Training	Staff will receive interactive professional learning on a balanced tier one reading assessment system. This will entail multiple days of training. Substitute teachers may be provided for release time.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	WSESD staff, administration, and select professional staff
Quality Schools (Glasser Training)	District staff will attend the Glasser Training to help students who have Tier 2 and Tier 3 behaviors.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	District Staff
Planbook	Teachers will utilize planbook to increase student engagement and assist with lesson planning.	Materials, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Teachers and Administrators
Bullying Prevention	Walkerville will work to develop awareness and prevention of bullying. Workbooks, books, posters, etc will be utilized to engage students students.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Student Services Director and teachers
Physical Science Kits	New Physical Science Kits updated to the Next Generation Science Standards will be purchased along with trade books and supplemental materials.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administration and select professional staff
How to Differentiate Reading Instruction	District teachers will learn how to differentiate reading instruction to reach all students.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	District Teachers
Reading Curriculum Coaching	Staff will receive coaching to implement an aligned tier one reading curriculum.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	WSESD staff, administration, and select professional staff

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Google Training	Provide professional learning for staff in the use of Google Apps to ensure the effective use of the district communication system.	Technology, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	WSESD staff, administration, and select professional staff
Book Study	Teachers will do a book study of the book Help for Billy by Heather T. Forbes.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Teachers, Administrators
Communication System	Develop and utilize a communication plan to keep all stakeholders informed of district information, including MTSS implementation.	Policy and Process	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Administrators and select instructional staff
Instructional Assistants	Instructional Assistants will, under teacher direction and with teacher present, supervise teacher-planned large-group review and extension activities in the classroom to free the teacher to provide intensive small group or 1-to-1 instruction for students at risk of failing in Language Arts.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Migrant and 31a At-Risk and Title 1 Instructional Assistants, Content area teachers
Add+Vantage Math Recovery® Course 1	This professional learning opportunity provides teachers with efficient and effective assessment tools to recognize their students' current understandings of number concepts, and to support data-driven instruction.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	District Teachers and Instructional Assistants
Essential Literacy Practices Coaching	Staff will receive coaching to implement essential literacy practices. This will be in classroom work.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	WSESD staff, administration, and select professional staff
Title I and At Risk Support Teacher	Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in Mathematics. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Title I teacher, 31a At-Risk Teacher, Classroom teachers
Contract with a counselor or social worker	A counselor or social worker will provide individual counseling services to students identified in need of this service by the principal or student services director. The counselor/social worker will be in the building one day a week providing these services to students.	Behavioral Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Student Services Director and Administrators

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Imagine Math	Teachers will utilize Imagine Math for math remediation, recovery and intervention.	Materials, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Teachers
Michigan School Counselor Association Annual Conference	The school counselor will learn strategies to engage students and improve school counseling practices for At-Risk students.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$175	School Counselor
Second Step	Grades K-8 will receive the Second Step school counseling curriculum either through classroom or small group lessons. These lessons will occur on a weekly or bi-weekly schedule. The Second Step Curriculum is a researched based curriculum that has shown to be effective to broaden students social competence and decrease problem behaviors.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$2000	School Counselor
Staff Selection	Create a process to select/designate staff to support MTSS.	Policy and Process	Tier 1	Implement	07/01/2019	06/30/2020	\$1	WSESD, administration, and select professional staff
Resupply	Cereal City Science Kits will be resupplied with materials and trade books.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administration and select professional staff
Title I and At Risk Support Teacher	Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in Science. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title I teachers, Classroom teachers
Coaching	Coaching will be provided at every PSC/PBIS professional learning opportunity and follow-up coaching will ensure implementation.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	WSESD staff, MTSS coaches
Kagan Training	Teachers and paraprofessionals will attend Kagan training provided through WESD to learn Kagan structures to enhance engagement and achievement for all students across all content areas.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	All educators, paraprofessionals, and administrators
Google Conference	Two Instructional Staff members will attend the miGoogle conference to learn about Google Apps for Education, Chromebooks, Android Tablets, and other cloud-based tools and services. Information will be shared with other instructional staff during meetings or other professional learning opportunities.	Technology, Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Instructional Staff

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Video Surveillance/Keyscan Systems	Video surveillance equipment/Keyscan systems will be utilized to ensure the safety of building entrances and student activities.	Other	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administration, Technology Director
Increase competence and confidence in technology use	Provide ongoing professional development for infusing technology into the curriculum, including instructional methods, content, and assessment available through the 1:1 setting.	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Outside trainers, administration, select professional staff
Title I and At Risk Support Teacher	Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in Language Arts. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title 1 Teacher, AtRisk 31a teacher
Michigan Reading Association's Annual Conference	Teachers will attend the Michigan Reading Association's Annual Conference to learn and share knowledge about reading and writing strategies. Attendees will share strategies with instructional staff during meetings and other allotted Professional Development opportunities.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Classroom Teachers
Material and Supply Purchase	Workbook and supplemental supply purchase for classroom and individual use with Math Expressions and Carnegie Learning.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administration and select professional staff
Essential Literacy Practices Training	Staff will receive interactive professional learning on essential literacy practices. This will entail multiple days of training. Substitute teachers may be provided for release time, and funding for necessary materials to implement the literacy essentials.	Materials, Supplemental Materials, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	WSESD staff, administration, select paraprofessional and professional staff
Bullying prevention program	The Student services director and teachers will work to implement a Bullying prevention program. Books, workbooks, etc will be used to engage students and teach the curriculum.	Behavioral Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Student services director and teachers.
Developing Numerical Literacy	Math instructors will receive training in identifying ways to increase numerical literacy for all students.	Direct Instruction, Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Math teachers and paraprofessionals.

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Addressing Internal Barriers	Develop and utilize a process for soliciting and addressing internal barriers to ensure successful MTSS implementation.	Policy and Process	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Administrators and select instructional staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Populations Conference	The District Liaison will attend the annual MDE Special Populations Conference to gain information on collaboration and coordination with other educational and community programs serving homeless students and families.	Professional Learning	Tier 1	Monitor	07/01/2019	06/01/2020	\$0	MV Liaison
SAT Fall Counselor & Implementation work	The school counselor will receive additional training on the SAT, updates to the SAT for the 2016/2017 school year, how score reports can help students improve their college readiness skills and on how to utilize Khan Academy with Students.	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	School Counselor
Data Reporting	Liaison will collect and report data on homeless students as required by the MV grant coordinator and MDE.	Other	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	MV Liaison
MV Grant Consortium Meetings	The District MV Liaison will attend all MV Grant Consortium meetings (2-6) per school year as professional development.	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	MV Liaison
MV Liaison	The District Liaison will collaborate and coordinate with the MV grant coordinator to make all school staff aware of the district responsibilities and strategies for serving homeless students.	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	MV Liaison
Data Maintenance	Liaison will maintain a database (file) of all homeless students, containing data on enrollment, living situation, program and subgroup participation, barriers/needs, and consortium services provided, and academic achievement outcomes.	Policy and Process, Other - Data entry	Tier 1	Monitor	07/01/2019	06/01/2020	\$0	MV liaison

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading A-Z	Reading A-Z will provide teachers with additional supplemental materials in order to target reading instruction according to individual student needs.	Supplemental Materials	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Classroom Teachers

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Accelerated Reader	Accelerated Reader Program will be utilized to enhance student reading fluency and comprehension, as well as provide feedback on student understanding.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Classroom teachers
Instructional Assistants	Instructional Assistants will, under teacher direction and with teacher present, supervise teacher-planned large-group review and extension activities in the classroom to free the teacher to provide intensive small group or 1-to-1 instruction for students at risk of failing in Language Arts.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Migrant and 31a At-Risk and Title 1 Instructional Assistants, Content area teachers
Title I Family Night	The Title I Program will host two family nights based on needs identified through parent surveys. Food, child care, door prizes as well as materials to implement the family activities will be provided.	Parent Involvement	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	School staff and community members
Title I and At Risk Support Teacher	Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in Science. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title I teachers, Classroom teachers
State and Federally Funded Instructional Assistants	Instructional Assistants will, under teacher direction and with teacher present, supervise teacher-planned large-group review and extension activities in the classroom to free the teacher to provide intensive small group or 1-to-1 instruction for students at risk of failing in Science.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title I Teacher, Instructional assistants, Classroom teachers
Title I and At Risk Support Teacher	Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in Mathematics. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Title I teacher, 31a At-Risk Teacher, Classroom teachers
Instructional Assistants	Instructional Assistants will, under teacher direction and with teacher present, supervise teacher-planned large-group review and extension activities in the classroom to free the teacher to provide intensive small group or 1-to-1 instruction for students at risk of failing in Mathematics.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Classroom mathematics teachers, federally funded instructional assistants
RAZ Kids	Students are provided additional targeted reading practice which includes a component for home connection.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Classroom Teachers

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PM Kindergarten	Students will be provided with an afternoon session of Kindergarten.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Kindergarten Teacher
PM Kindergarten	Students will be provided with an afternoon session of Kindergarten.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Kindergarten Teacher
PM Kindergarten	Students will be provided with an afternoon session of Kindergarten.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Kindergarten Teacher
Title I and At Risk Support Teacher	Highly qualified support teachers will be employed to offer supplementary academic help and extended learning opportunities to students at-risk of failing to meet State standards in Language Arts. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practices.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title 1 Teacher, AtRisk 31a teacher

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Code.org Professional Learning Program	Staff will engage in an interactive professional learning opportunity through out the summer and school year to work hands on with a new computer science curriculum. Substitute teachers may be provided for release time.	Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	District Teachers
Systematic Phonics Program	Elementary Instructional staff will implement the Logic of English systematic phonics program with fidelity (including training, access to coaching, and all instructional materials and student materials).	Materials, Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Principal, Instructional Staff