

2018-2019 Children's Village School Improvement Plan

Children's Village School
Waterford School District

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Overview

Plan Name

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Plan Description

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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	Our student population will improve their MATH grade level proficiency and show academic growth.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$520000
2	All students will improve their comprehensive READING skills.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$20000
3	All students will improve their WRITING proficiency across the curriculum.	Objectives: 2 Strategies: 2 Activities: 12	Academic	\$0
4	All students will improve their BEHAVIOR at Children's Village School.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: Our student population will improve their MATH grade level proficiency and show academic growth.

Measurable Objective 1:

A 15% increase of All Students will demonstrate student proficiency (pass rate) at grade level and show academic growth in Mathematics by 05/31/2019 as measured by the Kaufman Test of Educational Achievement 3 (K-TEA-3) A and B.

Strategy 1:

Research Based Instruction - -Higher-level math courses, such as Algebra I, Geometry, and Algebra II will continue to be offered.

-Teachers will use Computer-Assisted Technology as needed (Compass, Study Island, Academy of Math, and GED Prep, when court ordered).

-Teachers will post daily learning targets and ensure that students are aware of the academic expectations associated with those learning targets. Students will also be made aware of how those daily learning targets tie into material they have already learned and preview how it will tie into material they will learn in the future.

-Teachers will provide opportunities for students to participate in collaborative activities with their peers that require them to use mathematical thinking to solve real-world problems and applications. Students will be able to use their knowledge of materials to aid their peers in learning, thereby enhancing their own understanding.

-Teachers will provide regular review of problematic topics such as operations with fractions, decimals, multi-step multiplication and long division. Higher level (proficient) students will focus on SAT success skills as well as review basic skills in class.

-Teachers will assign Mad Minutes (three-minute timed basic math fact tests) weekly to improve basic fact automaticity of the four major operations (addition, subtraction, multiplication, division), Tests will be differentiated by individual teachers as proficiency increases.

-Teachers will utilize the Waterford School District Non-Fiction Writing Initiative across the curriculum and CVS writing committee three-sentence summaries (TED) using gradual release to aid students' abilities to write about math-related topics.

-Teachers will provide homework once a week to reinforce either current or previously-learned skills.

Research Cited: Brookhart, Susan M. & Moss, Connie M., Learning Targets.

Byers, T. Building Speed, Increase Scores.

Fairweather, T., 2012, Students Must Master The Homework Cycle.

Frey, N. & Fisher, The Formative Assessment Action Plan.

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Globe Fearon, Practical Math for Consumers.

Hattie, J., High-Yield Strategies.

Koenig, G. 2006, Computer Assisted Instruction Boosts Math Skills.

Larson, R. & Boswell, L., Big Ideas Math Algebra I: A Common Core Curriculum.

Moss, C. & Brookhart, S., Learning Targets: Helping Students Aim for Understanding in Today's Lesson.

Prentice Hall, Algebra I.

Rici, Mary Cay, Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools.

Springer, R., Pugalee, D., Algozzine, B., 2007, Improving Mathematics Skills of High School Students.

Stone, R., 2007, Making Math Work.

Woodward, J., 2006, Integrating Instruction With Timed Practice Drills.

Activity - Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary students not meeting math proficiency standards will participate in a math lab with a focus on remediation and basic math skills based on individual needs. This is supported by Title I D funds and also is a Tier 2 District Improvement Plan activity.	Direct Instruction, Academic Support Program	09/04/2018	06/14/2019	\$150000	Title I Part D	Three math teachers: 1 Special Education, 1 Title I D funded, 1 general education
Activity - Individual Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work on basic skills at least once a week based on student levels.	Direct Instruction, Academic Support Program	09/04/2018	06/14/2019	\$150000	Title I Part D	Title I D math teacher, Special Education math teacher, General Education math teacher
Activity - SAT Skill Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in higher level courses will review skills that are covered by the SAT.	Direct Instruction, Academic Support Program	09/04/2018	06/14/2019	\$200000	General Fund	Higher level math teachers

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Activity - Mad Minutes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a week students will take a three-minute timed basic math operations assignment to improve automaticity.	Academic Support Program	09/04/2018	06/14/2019	\$0	General Fund	Three math teachers
Activity - Computer-Assisted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunity for Compass, Study Island, Academy of Math, and iPad apps for credit recovery and individualized instruction to develop basic skills for lower functioning students.	Direct Instruction, Academic Support Program	09/04/2018	06/14/2019	\$20000	Title I Part D	3 math teachers and credit recovery teachers
Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete various writing assignments in math to meet the district writing initiative and Children's Village School writing SIP activity of three-sentence summaries.	Direct Instruction	09/04/2018	06/14/2019	\$0	General Fund	Three math teachers
Activity - Homework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Wednesday, students will be given math homework that reinforces current or previously learned skills. Teachers will also send unfinished classwork or additional practice to reinforce weak or deficient skills.	Academic Support Program	09/04/2018	06/14/2019	\$0	General Fund	Three math teachers
Activity - Analyze KTEA-3 Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math School Improvement Plan members will monitor student math scores to track progress and/or change action steps for success.	Other - School Improvement Plan Monitoring	09/04/2018	06/14/2019	\$0	General Fund	School Improvement Math Team

Goal 2: All students will improve their comprehensive READING skills.

Measurable Objective 1:

A 18% increase of All Students will demonstrate student proficiency (pass rate) in comprehension skills in Reading by 06/14/2019 as measured by the Kaufman Test of Educational Achievement 3 (KTEA-3) Test A and B.

Strategy 1:

Research Based Instruction - - Teachers will model 3-sentence summaries of non-fiction text.

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- Teachers will implement the RAISE strategies in their instructional teaching.
- Teachers will facilitate cooperative learning groups.
- Teachers will provide and explain a variety of graphic organizers for a variety of purposes.
- Teachers will present instruction in small chunks and allow time for students to practice.
- Teachers will participate in writing school improvement activity of Drop, Read, and Write (DRAW), weekly.
- Teachers will share learning targets and look fors with students.
- Teachers will relate end of class to look fors and learning targets to assess understanding.

Research Cited: Researched Based Instructional Strategies (Formative Assessment Strategies: A Bakers Dozen, Marzano's Nine Instructional Strategies for Effective Teaching and Learning.

Brookhart, Susan M., Moss, Connie M., Learning Targets.

Frey, N. & Fisher, The Formative Assessment Action Plan.

Rosenshine, Barak, 20 Instructional Strategies to Engage the Brain, and Research-Based Strategies that all Teachers Should Know.

Rici, Mary Cay, Mindsets in the Classroom: Building a Culture of Success and Students Achievement in Schools.

Schoenbach, R., Greenleaf, C., & Murphy, L., RAISE

Tate, Marsha, Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain, 2nd Edition.

Activity - Instructional Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our elementary teacher will participate in professional development through a job-embedded lab specifically on guided reading and its implementation in the classroom. All secondary ELA teachers will participate in professional learning specific to gradual release and differentiation through embedding literacy circles in curriculum	Professional Learning	09/04/2018	06/14/2019	\$0	Title II Part A	District Learning Coaches and Classroom Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments and the implementation of Learning Target Theory of Action using the Gradual Release Model.	Professional Learning	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrator
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Activity - Reading Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify students who are not making adequate progress on standardized testing in reading and place them in a reading lab for support for one period per day. This will be extended support in addition to, not replacing, core instruction in English class.	Direct Instruction, Academic Support Program	09/04/2018	06/14/2019	\$20000	Title I Part D	Title I D Language Arts Teachers

Activity - Drop Read and Write (DRAW)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to annotate non-fiction articles using T4 (talk to the text); they will produce 3-sentence (TED) summaries as well.	Direct Instruction	09/04/2018	06/14/2019	\$0	No Funding Required	All teachers during designated hours

Activity - RAISE Training Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various RAISE strategies (Previewing the Text, Think Aloud, Metacognitive Bookmarks, Talk to the Text (T4), and Think-pair-Share) to increase reading proficiency.	Direct Instruction	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom Teachers

Goal 3: All students will improve their WRITING proficiency across the curriculum.

Measurable Objective 1:

A 15% increase of All Students will demonstrate student proficiency (pass rate) with fluency in Writing by 06/14/2019 as measured by the Non-Fiction Fluency post test based on a six point rubric..

Strategy 1:

Non-Fiction Writing Initiative - Teachers will implement weekly sustained non-fiction free writes to improve writing skills (stamina, sentence fluency, sentence structure) and implement a 6 point writing rubric based on non-fiction writing.

Research Cited: Brookhart, S & Moss, C., Learning Targets.

Frey, N. & Fisher, The Formative Assessment Action Plan.

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Gallagher, Kelly, Write Like This

Rici, Mary C., Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools.

Schoenbach, R., Greenleaf, C., & Murphy, L., Reading Apprenticeship Improving Secondary Education (RAISE).

Waterford School District Non-fiction Writing Initiative.

Activity - Instructional Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in instructional labs centered on refining their practice around the Gradual Release Model of Lesson Design, specific to reading and writing. Our elementary teacher will participate in an interactive writing lab and Peer to Peer learning series focused on writing within the curriculum. Secondary ELA teachers will participate in a series of labs focused on gradual release and differentiation within reading and writing.	Professional Learning	09/04/2018	06/14/2019	\$0	Title II Part A	Learning Coaches, Classroom Teachers, ELA Consultant

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments, differentiation and the implementation of Learning Target Theory of Action using the Gradual Release Model.	Professional Learning	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administration, Building Administrators, Classroom Teachers

Activity - Pre and Post-test on Non-fiction Writing Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete non-fiction fluency pre and post writing tests, that will be scored by English teachers, based on a 6 point rubric.	Other - Data analysis to monitor student growth	09/04/2018	06/14/2019	\$0	No Funding Required	English teachers

Activity - Weekly Sustained Freewrites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in weekly sustained writing activities incorporating the RAISE Talk to the Text strategy (T4) and the Waterford School District Writing Initiative.	Academic Support Program	09/04/2018	06/14/2019	\$0	No Funding Required	English teachers

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, building administrator
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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administrator and collect three writing samples throughout the year in order to gauge non-fiction growth from September through June. Results will be used to improve core instruction. Teachers will also monitor weekly DRAW writing activity for progress.	Other - Implementation	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, building administrator

Measurable Objective 2:

A 15% increase of All Students will demonstrate student proficiency (pass rate) using author's craft skills in Writing by 06/14/2019 as measured by an author's craft 6 point rubric.

Strategy 1:

Reading Apprenticeship Improving Secondary Education (RAISE) - Teachers and students will incorporate RAISE strategies including, but not limited to talking to the text (T4), metacognitive bookmarks/logs, & E/I charts to improve higher order thinking skills and prepare for writing.

Research Cited: Brookhart, S & Moss, C., Learning Targets.

Frey, N. & Fisher, The Formative Assessment Action Plan.

Gallagher, Kelly, Write Like This

Rici, Mary C., Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools.

Schoenbach, R., Greenleaf, C., & Murphy, L., Reading Apprenticeship Improving Secondary Education (RAISE).

Waterford School District Non-fiction Writing Initiative.

Activity - Instructional Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in instructional labs centered on refining their practice around the Gradual Release Model of Lesson Design, specific to reading and writing. Our elementary teacher will participate in an interactive writing lab and Peer to Peer learning series focused on writing within the curriculum. Secondary ELA teachers will participate in a series of labs focused on gradual release and differentiation within reading and writing.	Professional Learning	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, building administrator

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments, differentiation and the implementation of Learning Target Theory of Action using the Gradual Release Model.	Professional Learning	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administration, Building Administrator, Classroom Teachers
Activity - Pre and Post-test on Writer's Craft	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete pre and post writing tests assessing writer's craft, based on a 6 point rubric.	Other - Data analysis to monitor student growth	09/04/2018	06/14/2019	\$0	No Funding Required	English teachers
Activity - Rhetorical Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate SAT writing rubric, use various strategies (RAISE, district writing initiative), to increase proficiency in author's craft.	Direct Instruction	09/04/2018	06/14/2019	\$0	No Funding Required	All classroom teachers
Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	09/04/2018	06/14/2019	\$0	No Funding Required	All classroom teachers
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administrator and collect three writing samples throughout the year in order to gauge author's craft growth from September through June. Results will be used to improve core instruction. Teachers will also monitor weekly DRAW writing activity for progress.	Other - Implementation	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, SIP writing team, building administrator

Goal 4: All students will improve their BEHAVIOR at Children's Village School.

Measurable Objective 1:

A 10% decrease of All Students will demonstrate a behavior to reduce the amount of behavior referrals at Children's Village School from 32% to 22% in Practical Living by 06/14/2019 as measured by the amount of referrals written for specific behavior, which include getting out of seat without permission, interrupting teacher or peers when talking, or refusal to follow direct instructions from teacher.

Strategy 1:

Target Behaviors - Target behaviors are posted in every classroom. Students will understand what the three behavioral targets are and the consequences for not following behavioral expectations. Behavior referrals will be tracked, monthly. Collaborative & Proactive Solutions (CPS Model, Ross Greene) will be used to conduct Assessment of Lagging Skills and Unsolved Problems (ALSUP) interventions for students, as determined by the behavior SIP team. Student recognitions will occur throughout the school year using student of the month, monthly student shout outs, honor roll recognition (certificate and treat), and most improved 2nd semester.

Research Cited: Greene, Ross, Lost at School

Positive Behavioral Interventions & Support (Michigan Department of Education, 2010)

Activity - Decision Making for Results Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior SIP group will use short cycle assessments to collect and analyze data in order to prioritize student needs and then set SMART goals to support student progress. Research-based strategies will be implemented and monitored for results.	Policy and Process	09/04/2018	06/14/2019	\$0	No Funding Required	Behavior SIP group

Activity - Action Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavioral SIP Team will present goal and targeted behaviors to all teachers, share required documents, and how to fill out referral forms. Monthly data collection will track target behavior improvement.	Behavioral Support Program	09/04/2018	06/14/2019	\$0	No Funding Required	Behavioral SIP Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pre and Post-test on Non-fiction Writing Fluency	Students will complete non-fiction fluency pre and post writing tests, that will be scored by English teachers, based on a 6 point rubric.	Other - Data analysis to monitor student growth	09/04/2018	06/14/2019	\$0	English teachers
RAISE Training Implementation	Teachers will use various RAISE strategies (Previewing the Text, Think Aloud, Metacognitive Bookmarks, Talk to the Text (T4), and Think-pair-Share) to increase reading proficiency.	Direct Instruction	09/04/2018	06/14/2019	\$0	Classroom Teachers
Pre and Post-test on Writer's Craft	Students will complete pre and post writing tests assessing writer's craft, based on a 6 point rubric.	Other - Data analysis to monitor student growth	09/04/2018	06/14/2019	\$0	English teachers
Learning Targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	09/04/2018	06/14/2019	\$0	All classroom teachers
Professional Learning	Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments, differentiation and the implementation of Learning Target Theory of Action using the Gradual Release Model.	Professional Learning	09/04/2018	06/14/2019	\$0	Curriculum Consultants, Learning Coaches, Central Office Administration, Building Administrators, Classroom Teachers
Learning Targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	09/04/2018	06/14/2019	\$0	Classroom teachers, building administrator
Progress Monitoring	Teachers will administrator and collect three writing samples throughout the year in order to gauge non-fiction growth from September through June. Results will be used to improve core instruction. Teachers will also monitor weekly DRAW writing activity for progress.	Other - Implementation	09/04/2018	06/14/2019	\$0	Classroom teachers, building administrator

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Progress Monitoring	Teachers will administrator and collect three writing samples throughout the year in order to gauge author's craft growth from September through June. Results will be used to improve core instruction. Teachers will also monitor weekly DRAW writing activity for progress.	Other - Implementation	09/04/2018	06/14/2019	\$0	Classroom teachers, SIP writing team, building administrator
Professional Learning	Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments and the implementation of Learning Target Theory of Action using the Gradual Release Model.	Professional Learning	09/04/2018	06/14/2019	\$0	Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrator
Action Steps	Behavioral SIP Team will present goal and targeted behaviors to all teachers, share required documents, and how to fill out referral forms. Monthly data collection will track target behavior improvement.	Behavioral Support Program	09/04/2018	06/14/2019	\$0	Behavioral SIP Team
Instructional Labs	Teachers will have the opportunity to participate in instructional labs centered on refining their practice around the Gradual Release Model of Lesson Design, specific to reading and writing. Our elementary teacher will participate in an interactive writing lab and Peer to Peer learning series focused on writing within the curriculum. Secondary ELA teachers will participate in a series of labs focused on gradual release and differentiation within reading and writing.	Professional Learning	09/04/2018	06/14/2019	\$0	Classroom teachers, building administrator
Weekly Sustained Freewrites	Students will participate in weekly sustained writing activities incorporating the RAISE Talk to the Text strategy (T4) and the Waterford School District Writing Initiative.	Academic Support Program	09/04/2018	06/14/2019	\$0	English teachers
Decision Making for Results Process	Behavior SIP group will use short cycle assessments to collect and analyze data in order to prioritize student needs and then set SMART goals to support student progress. Research-based strategies will be implemented and monitored for results.	Policy and Process	09/04/2018	06/14/2019	\$0	Behavior SIP group
Rhetorical Strategies	Incorporate SAT writing rubric, use various strategies (RAISE, district writing initiative), to increase proficiency in author's craft.	Direct Instruction	09/04/2018	06/14/2019	\$0	All classroom teachers
Professional Learning	Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments, differentiation and the implementation of Learning Target Theory of Action using the Gradual Release Model.	Professional Learning	09/04/2018	06/14/2019	\$0	Curriculum Consultants, Learning Coaches, Central Office Administration, Building Administrator, Classroom Teachers

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Drop Read and Write (DRAW)	Students will be able to annotate non-fiction articles using T4 (talk to the text); they will produce 3-sentence (TED) summaries as well.	Direct Instruction	09/04/2018	06/14/2019	\$0	All teachers during designated hours
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analyze KTEA-3 Data	Math School Improvement Plan members will monitor student math scores to track progress and/or change action steps for success.	Other - School Improvement Plan Monitoring	09/04/2018	06/14/2019	\$0	School Improvement Math Team
SAT Skill Preparation	Teachers in higher level courses will review skills that are covered by the SAT.	Direct Instruction, Academic Support Program	09/04/2018	06/14/2019	\$200000	Higher level math teachers
Mad Minutes	Once a week students will take a three-minute timed basic math operations assignment to improve automaticity.	Academic Support Program	09/04/2018	06/14/2019	\$0	Three math teachers
Homework	Every Wednesday, students will be given math homework that reinforces current or previously learned skills. Teachers will also send unfinished classwork or additional practice to reinforce weak or deficient skills.	Academic Support Program	09/04/2018	06/14/2019	\$0	Three math teachers
Writing Across the Curriculum	Students will complete various writing assignments in math to meet the district writing initiative and Children's Village School writing SIP activity of three-sentence summaries.	Direct Instruction	09/04/2018	06/14/2019	\$0	Three math teachers
Total					\$200000	

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Labs	Teachers will identify students who are not making adequate progress on standardized testing in reading and place them in a reading lab for support for one period per day. This will be extended support in addition to, not replacing, core instruction in English class.	Direct Instruction, Academic Support Program	09/04/2018	06/14/2019	\$20000	Title I D Language Arts Teachers

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Individual Instruction	Teachers will work on basic skills at least once a week based on student levels.	Direct Instruction, Academic Support Program	09/04/2018	06/14/2019	\$150000	Title I D math teacher, Special Education math teacher, General Education math teacher
Computer-Assisted Instruction	Teachers will provide opportunity for Compass, Study Island, Academy of Math, and iPad apps for credit recovery and individualized instruction to develop basic skills for lower functioning students.	Direct Instruction, Academic Support Program	09/04/2018	06/14/2019	\$20000	3 math teachers and credit recovery teachers
Math Lab	Secondary students not meeting math proficiency standards will participate in a math lab with a focus on remediation and basic math skills based on individual needs. This is supported by Title I D funds and also is a Tier 2 District Improvement Plan activity.	Direct Instruction, Academic Support Program	09/04/2018	06/14/2019	\$150000	Three math teachers: 1 Special Education, 1 Title I D funded, 1 general education
Total					\$340000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Labs	Teachers will have the opportunity to participate in instructional labs centered on refining their practice around the Gradual Release Model of Lesson Design, specific to reading and writing. Our elementary teacher will participate in an interactive writing lab and Peer to Peer learning series focused on writing within the curriculum. Secondary ELA teachers will participate in a series of labs focused on gradual release and differentiation within reading and writing.	Professional Learning	09/04/2018	06/14/2019	\$0	Learning Coaches, Classroom Teachers, ELA Consultant
Instructional Labs	Our elementary teacher will participate in professional development through a job-embedded lab specifically on guided reading and its implementation in the classroom. All secondary ELA teachers will participate in professional learning specific to gradual release and differentiation through embedding literacy circles in curriculum	Professional Learning	09/04/2018	06/14/2019	\$0	District Learning Coaches and Classroom Teachers
Total					\$0	