

# **2018 Plan**

**Cooley Elementary School**

**Waterford School District**

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## Overview

### Plan Name

2018 Plan

### Plan Description

## Goals Summary

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

| # | Goal Name  | Goal Details                                     | Goal Type      | Total Funding |
|---|--|--|----------------|---------------|
| 1 | All students will improve their reading proficiency. | Objectives: 1<br>Strategies: 2<br>Activities: 10 | Academic       | \$210400      |
| 2 | All students will improve their math proficiency.    | Objectives: 1<br>Strategies: 1<br>Activities: 8  | Academic       | \$28600       |
| 3 | All students will improve their writing proficiency. | Objectives: 1<br>Strategies: 1<br>Activities: 7  | Academic       | \$3600        |
| 4 | Improve daily attendance of students                 | Objectives: 1<br>Strategies: 1<br>Activities: 2  | Organizational | \$67420       |

## Goal 1: All students will improve their reading proficiency.

### Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in meeting their projected growth targets in reading proficiency in English Language Arts by 06/14/2019 as measured by NWEA..

### Strategy 1:

Active Reading Strategies - Teachers will explicitly teach and implement active reading strategies across all content areas.

Category:

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

| Activity - Professional Learning on Active Reading strategies  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                    |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--------------------------------------|
| Leadership will provide professional learning targeting active reading strategies including: reviewing the common school-wide protocol for close reading of text.  | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | General Fund      | building principal                   |
| Activity - Curriculum Implementation   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                    |
| Teachers will teach the school common protocol for close reading of text.  | Implementation        | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | General Fund      | Classroom teachers.                  |
| Activity - Professional Learning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                    |
| Staff will discuss strengths of last years close reading work and identify areas needed for growth. Staff will then watch videos of classrooms implementing close reading protocols and also read professional articles about close reading to support growth in areas of need with implementing close reading protocol. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$700             | General Fund      | Building principal                   |
| Activity - Direct & Differentiated Instruction   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                    |
| Teachers will scaffold the teaching and support the use close reading strategies by all students.  | Direct Instruction    | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | General Fund      | Classroom teachers and support staff |

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| Activity - Teacher Coaching/Mentoring   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will visit each other's classrooms to model, guide and provide feedback to each other on close reading. Teachers will also work with district learning coaches and elementary ELA consultant to get guidance and support with implementing close reading across content areas. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$2700            | General Fund        | Building principal, classroom teachers, district learning coaches and elementary ELA consultant. |
| Activity - Feedback   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| The school will provide feedback through interviewing all students in the school with an agreed upon set of questions to determine student's level of understanding of the close reading protocol.  | Monitor               | Tier 1 | Evaluate  | 09/04/2018 | 06/14/2019 | \$0               | General Fund        | building principal, classroom teachers and literacy interventionists                             |
| Activity - Utilizing Learning Targets   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Teachers will consistently use the Learning Target Theory of Action when designing and delivering lessons to students.  | Implementation        | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | No Funding Required | Classroom teachers   |
| Activity - Quality Classroom Instruction for All  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| All students will get at least a 90 minute block of quality ELA instruction on a daily basis.   | Direct Instruction    | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | General Fund        | Classroom teachers   |
| Activity - Multi-Tiered System of Supports  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Title 1 interventionists will provide small group and one-on-one support to the bottom 30% of students in kindergarten through third grade.   | Direct Instruction    | Tier 2 | Implement | 09/04/2018 | 06/14/2019 | \$200000          | Title I Part A      | Title 1 interventionists   |

**Strategy 2:**

Instructional Labs - First grade and third grade teachers will participate in professional development through a job-embedded lab specifically on guided reading and the

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implementation in the classroom.

Category: English/Language Arts

Research Cited: Hattie, John. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge

Tier: Tier 1

| Activity - Professional Development on Guided Reading   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                       |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| First grade and third grade teachers will participate in job-embedded professional learning specifically on guided reading and the implementation into their classroom. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$7000            | Title II Part A   | Learning Coaches and classroom teachers |

## Goal 2: All students will improve their math proficiency.

### Measurable Objective 1:

75% of All Students will increase student growth in meeting their projected growth targets in Mathematics by 06/14/2019 as measured by NWEA end of year testing..

### Strategy 1:

Math Mathematical Practice #3 - Teachers will explicitly teach and provide opportunities for students to construct viable arguments and critique the reasoning of others within mathematics (math practice #3).

Category: Mathematics

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

| Activity - Mathmatical thinking and reasoning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff will discuss and receive professional learning about higher levels of mathematical thinking and will identify places in the curriculum for this kind of work with students. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | General Fund      | building principal, district staff development, classroom teachers |

| Activity - Curriculum Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|   |                           |             |              |                   |                 |                              |                              |  |
|---|---------------------------|-------------|--------------|-------------------|-----------------|------------------------------|------------------------------|--|
| Teachers will, with district support, identify in math units of study where mathematical practice #3 can be implemented.  | Implementa<br>tion        | Tier 1      | Implement    | 09/04/2018        | 06/14/2019      | \$0                          | General<br>Fund              | district<br>math<br>consultant,<br>classroom<br>teachers                                 |
| <b>Activity - Direct &amp; Differentiated Instruction</b>   | <b>Activity<br/>Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource<br/>Assigned</b> | <b>Source Of<br/>Funding</b> | <b>Staff<br/>Responsibl<br/>e</b>  |
| Teachers will scaffold teaching and support students constructing viable arguments and critiquing the reasoning of others.  | Direct<br>Instruction     | Tier 1      | Implement    | 09/04/2018        | 06/14/2019      | \$0                          | General<br>Fund              | classroom<br>teachers  |
| <b>Activity - Quick Writes</b>  | <b>Activity<br/>Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource<br/>Assigned</b> | <b>Source Of<br/>Funding</b> | <b>Staff<br/>Responsibl<br/>e</b>  |
| Teachers will provide students opportunities for quick writes to explain/defend or justify the thinking of others in mathematics.                                   | Implementa<br>tion        | Tier 1      | Implement    | 09/04/2018        | 06/14/2019      | \$0                          | General<br>Fund              | classroom<br>teachers  |
| <b>Activity - Demonstration Classrooms</b>  | <b>Activity<br/>Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource<br/>Assigned</b> | <b>Source Of<br/>Funding</b> | <b>Staff<br/>Responsibl<br/>e</b>  |
| Teachers will deepen their understanding of math practice #3 through participation in demonstration classrooms and/or videos.                                       | Professiona<br>l Learning | Tier 1      | Implement    | 09/04/2018        | 06/14/2019      | \$3600                       | General<br>Fund              | district<br>math<br>consultant,<br>building<br>principal<br>and<br>classroom<br>teachers |
| <b>Activity - Feedback</b>  | <b>Activity<br/>Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource<br/>Assigned</b> | <b>Source Of<br/>Funding</b> | <b>Staff<br/>Responsibl<br/>e</b>  |
| Principal will provide feedback through classroom walk throughs and discussion of implementation of math practice #3 in individual, small group and staff meetings. | Monitor                   | Tier 1      | Evaluate     | 09/04/2018        | 06/14/2019      | \$0                          | General<br>Fund              | building<br>principal  |
| <b>Activity - Utilizing Learning Targets</b>  | <b>Activity<br/>Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource<br/>Assigned</b> | <b>Source Of<br/>Funding</b> | <b>Staff<br/>Responsibl<br/>e</b>  |
| Teachers will consistently use the Learning Target Theory of Action when designing and delivering lessons to students.  | Implementa<br>tion        | Tier 1      | Implement    | 09/04/2018        | 06/14/2019      | \$0                          | No Funding<br>Required       | Classroom<br>teachers  |
| <b>Activity - Multi-Tiered System of Supports</b>   | <b>Activity<br/>Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource<br/>Assigned</b> | <b>Source Of<br/>Funding</b> | <b>Staff<br/>Responsibl<br/>e</b>  |



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|  |                          |        |  |            |            |         |                |   |
|--|--------------------------|--------|--|------------|------------|---------|----------------|---|
| Students identified as not yet proficient in grades 2-5 will participate in intervention using Dreambox (computer adaptive program) to improve their conceptual understanding. | Academic Support Program | Tier 2 |  | 09/04/2018 | 06/14/2019 | \$25000 | Title I Part A | Teacher assistants and classroom teachers |
|--|--------------------------|--------|--|------------|------------|---------|----------------|---|

**Goal 3: All students will improve their writing proficiency.**

**Measurable Objective 1:**

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in meeting their projected growth targets in language usage in English Language Arts by 06/14/2019 as measured by NWEA..

**Strategy 1:**

Forming opinions and taking a stance in writing across content areas - Teachers will explicitly teach and provide opportunities for students to expand their writing, including evidence and examples to present a viewpoint across content areas.

Category:

Research Cited: Hattie, J (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Tier: Tier 1

| Activity - Specific Details and Examples in Writing   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Building leadership will provide professional learning on adding specific details and examples in writing to support opinions and arguments across content areas. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | General Fund      | building principal, literacy interventionists, district ELA consultant |

| Activity - Curriculum Implementation  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|---|----------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will, with district support, identify in curriculum where and frequency writing with specific details and examples can be implemented. | Implementation | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | General Fund      | district staff developers and classroom teachers |

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| Activity - Direct & Differentiated Instruction   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will scaffold teaching and support students to write pieces that share an opinion or argument and defend their stance with specific details and evidence.                   | Direct Instruction    | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | General Fund        | classroom teachers   |
| Activity - Demonstration Classrooms  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Teachers will deepen their understanding of using specific details and examples in writing opinions and stances across content areas through demonstration classrooms and/or videos. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$3600            | General Fund        | building principal, classroom teachers and district staff development department |
| Activity - Feedback  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Principal will provide feedback through classroom walk throughs and discussion of writing in individual, small group and staff meetings.   | Monitor               | Tier 1 | Evaluate  | 09/04/2018 | 06/14/2019 | \$0               | General Fund        | building principal   |
| Activity - Learning Targets  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Teachers will consistently use the Learning Target Theory of Action when designing and delivering lessons to students.   | Implementation        | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | No Funding Required | classroom teachers   |
| Activity - Administrator Partnerships  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Central office administrators will observe alongside building principal to provide feedback to building principal on the quality of feedback given to classroom teacher.             | Monitor               | Tier 1 | Monitor   | 09/04/2018 | 06/14/2019 | \$0               | No Funding Required | Central Office administration and building principal                             |

**Goal 4: Improve daily attendance of students**

**Measurable Objective 1:**

demonstrate a behavior of improving student attendance by 06/14/2019 as measured by monitoring daily student attendance.

**Strategy 1:**

Attendance - Daily attendance of all students will be monitored by the school. Students who reach 5 absences will receive a parent contact from the school, at 7 absences a letter will be sent home and at 10 absences the district Truancy Officer will meet with the parents of the student. At 20 absences, the student is referred to the Oakland County Court System.

Category: School Culture

Tier: Tier 2

| Activity - Attendance Monitoring   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                     |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Staff members will monitor student attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10. | Policy and Process | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | No Funding Required | Principal, office manager, teachers and social worker |

| Activity - Truancy Officer   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| At 10 absences, the truancy officer meets with parents. At 20 absences, the truancy officer makes a referral to the Oakland County court system. | Policy and Process | Tier 2 | Implement | 09/04/2018 | 06/14/2019 | \$67420           | Section 31a       | Principal, social worker and district truancy officer |

## 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  |
|--|---|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Demonstration Classrooms                           | Teachers will deepen their understanding of math practice #3 through participation in demonstration classrooms and/or videos.   | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$3600            | district math consultant, building principal and classroom teachers    |
| Professional Learning on Active Reading strategies | Leadership will provide professional learning targeting active reading strategies including: reviewing the common school-wide protocol for close reading of text.                 | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | building principal   |
| Specific Details and Examples in Writing           | Building leadership will provide professional learning on adding specific details and examples in writing to support opinions and arguments across content areas.                 | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | building principal, literacy interventionists, district ELA consultant |
| Mathematical thinking and reasoning                | Staff will discuss and receive professional learning about higher levels of mathematical thinking and will identify places in the curriculum for this kind of work with students. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | building principal, district staff development, classroom teachers     |
| Curriculum Implementation                          | Teachers will, with district support, identify in curriculum where and frequency writing with specific details and examples can be implemented.                                   | Implementation        | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | district staff developers and classroom teachers                       |
| Direct & Differentiated Instruction                | Teachers will scaffold teaching and support students constructing viable arguments and critiquing the reasoning of others.  | Direct Instruction    | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | classroom teachers   |
| Curriculum Implementation                          | Teachers will teach the school common protocol for close reading of text.   | Implementation        | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | Classroom teachers.  |

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|                                       |  |                       |        |           |            |            |        |  |
|---------------------------------------|--|-----------------------|--------|-----------|------------|------------|--------|--|
| Quality Classroom Instruction for All | All students will get at least a 90 minute block of quality ELA instruction on a daily basis.  | Direct Instruction    | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0    | Classroom teachers   |
| Direct & Differentiated Instruction   | Teachers will scaffold the teaching and support the use close reading strategies by all students.  | Direct Instruction    | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0    | Classroom teachers and support staff   |
| Curriculum Implementation             | Teachers will, with district support, identify in math units of study where mathematical practice #3 can be implemented.   | Implementation        | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0    | district math consultant, classroom teachers                                     |
| Direct & Differentiated Instruction   | Teachers will scaffold teaching and support students to write pieces that share an opinion or argument and defend their stance with specific details and evidence.   | Direct Instruction    | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0    | classroom teachers   |
| Feedback                              | The school will provide feedback through interviewing all students in the school with an agreed upon set of questions to determine student's level of understanding of the close reading protocol.   | Monitor               | Tier 1 | Evaluate  | 09/04/2018 | 06/14/2019 | \$0    | building principal, classroom teachers and literacy interventionists             |
| Feedback                              | Principal will provide feedback through classroom walk throughs and discussion of writing in individual, small group and staff meetings.   | Monitor               | Tier 1 | Evaluate  | 09/04/2018 | 06/14/2019 | \$0    | building principal   |
| Feedback                              | Principal will provide feedback through classroom walk throughs and discussion of implementation of math practice #3 in individual, small group and staff meetings.  | Monitor               | Tier 1 | Evaluate  | 09/04/2018 | 06/14/2019 | \$0    | building principal   |
| Demonstration Classrooms              | Teachers will deepen their understanding of using specific details and examples in writing opinions and stances across content areas through demonstration classrooms and/or videos.   | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$3600 | building principal, classroom teachers and district staff development department |
| Quick Writes                          | Teachers will provide students opportunities for quick writes to explain/defend or justify the thinking of others in mathematics.  | Implementation        | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0    | classroom teachers   |
| Professional Learning                 | Staff will discuss strengths of last years close reading work and identify areas needed for growth. Staff will then watch videos of classrooms implementing close reading protocols and also read professional articles about close reading to support growth in areas of need with implementing close reading protocol. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$700  | Building principal   |

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|                            |   |                       |        |           |            |            |        |  |
|----------------------------|---|-----------------------|--------|-----------|------------|------------|--------|--|
| Teacher Coaching/Mentoring | Teachers will visit each other's classrooms to model, guide and provide feedback to each other on close reading. Teachers will also work with district learning coaches and elementary ELA consultant to get guidance and support with implementing close reading across content areas. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$2700 | Building principal, classroom teachers, district learning coaches and elementary ELA consultant. |
|----------------------------|---|-----------------------|--------|-----------|------------|------------|--------|--|

**Section 31a**

| Activity Name   | Activity Description   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                                     |
|-----------------|--|--------------------|--------|-----------|------------|------------|-------------------|---|
| Truancy Officer | At 10 absences, the truancy officer meets with parents. At 20 absences, the truancy officer makes a referral to the Oakland County court system. | Policy and Process | Tier 2 | Implement | 09/04/2018 | 06/14/2019 | \$67420           | Principal, social worker and district truancy officer |

**Title I Part A**

| Activity Name                   | Activity Description   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                         |
|---------------------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Multi-Tiered System of Supports | Students identified as not yet proficient in grades 2-5 will participate in intervention using Dreambox (computer adaptive program) to improve their conceptual understanding. | Academic Support Program | Tier 2 |           | 09/04/2018 | 06/14/2019 | \$25000           | Teacher assistants and classroom teachers |
| Multi-Tiered System of Supports | Title 1 interventionists will provide small group and one-on-one support to the bottom 30% of students in kindergarten through third grade.                                    | Direct Instruction       | Tier 2 | Implement | 09/04/2018 | 06/14/2019 | \$200000          | Title 1 interventionists                  |

**No Funding Required**

| Activity Name              | Activity Description   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|----------------------------|--|----------------|--------|-----------|------------|------------|-------------------|--------------------|
| Utilizing Learning Targets | Teachers will consistently use the Learning Target Theory of Action when designing and delivering lessons to students. | Implementation | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0               | Classroom teachers |

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|                            |  |                    |        |           |            |            |     |   |
|----------------------------|--|--------------------|--------|-----------|------------|------------|-----|---|
| Learning Targets           | Teachers will consistently use the Learning Target Theory of Action when designing and delivering lessons to students.   | Implementation     | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0 | classroom teachers                                    |
| Administrator Partnerships | Central office administrators will observe alongside building principal to provide feedback to building principal on the quality of feedback given to classroom teacher. | Monitor            | Tier 1 | Monitor   | 09/04/2018 | 06/14/2019 | \$0 | Central Office administration and building principal  |
| Utilizing Learning Targets | Teachers will consistently use the Learning Target Theory of Action when designing and delivering lessons to students.   | Implementation     | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0 | Classroom teachers                                    |
| Attendance Monitoring      | Staff members will monitor student attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10.                   | Policy and Process | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0 | Principal, office manager, teachers and social worker |

**Title II Part A**

| Activity Name                              | Activity Description  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                       |
|--|---|-----------------------|--------|-----------|------------|------------|-------------------|---|
| Professional Development on Guided Reading | First grade and third grade teachers will participate in job-embedded professional learning specifically on guided reading and the implementation into their classroom. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$7000            | Learning Coaches and classroom teachers |