

# **2018-2019 Grayson SIP**

Grayson Elementary

Waterford School District

Mrs. Lynn Bigelman  
3800 W. Walton Blvd  
Waterford, MI 48329

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## **Overview**

### **Plan Name**

2018-2019 Grayson SIP

### **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 at Grayson Elementary School will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$1622500
2	All students at Grayson Elementary School will become proficient in math	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$15000
3	All students at Grayson Elementary School will become proficient in writing.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$1610000
4	All students at Grayson Elementary will be engaged at school.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$67420

## Goal 1: All students at Grayson Elementary School will become proficient readers.

### Measurable Objective 1:

75% of All Students will increase student growth in reading in English Language Arts by 06/14/2019 as measured by NWEA .

### Strategy 1:

Determining Importance and Summarizing - Teachers will instruct students to develop skills in determining importance and summarizing.

Category: English/Language Arts

Research Cited: Marzano's high yield strategies

Tier: Tier 1

Activity - Hierarchy of Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the hierarchy of talk to scaffold student independence in read aloud. Teachers will model and use the gradual release of responsibility model in read aloud to model determining the most important ideas and summarizing in informational texts.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All staff including general and special education.
Activity - Close reading procedure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use close reading procedure to model for students how to determine important ideas and summarize text.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff including general and special education.
Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not making adequate progress in reading will work with an interventionist for reading support.	Direct Instruction	Tier 2	Implement	09/04/2018	06/14/2019	\$1600000	Title I Part A	Reading interventionists and classroom teachers
Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Small group instruction- Guided reading	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$15000	Title III	all staff
<b>Activity - Lesson design and Formative assessment</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum consultants , learning coaches, central office, classroom teachers and building administrator
<b>Activity - Learning targets</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will utilize the LTTA daily when designing an delivering lessons for students	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	central office, building principal, classroom teachers
<b>Activity - Instructional Labs</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All first and third grade teachers will participate in professional development through a job-embedded lab specifically on guided reading and its implementation in the classroom.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$7500	Title II Part A	Learning coaches, classroom teachers, ELA Consultant

**Strategy 2:**

Instructional monitoring and feedback - Principal will monitor implementation of best practice in reading instruction and provide quality feedback to teachers in order to improve core instruction

Category: Learning Support Systems

Research Cited: Visible learning- Hattie

Learning Target- Moss

Student Centered Leadership- Robinson

Tier: Tier 1

Activity - Principal professional learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will engage in professional learning along side their teachers, colleagues and central office to build common language and understanding in order to provide feedback to teachers to improve quality of instruction. Principals will also participate in principal labs facilitated by the CIA staff to ensure horizontal alignment.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Central office, instructional administrators, building administrators

## Goal 2: All students at Grayson Elementary School will become proficient in math

### Measurable Objective 1:

A 20% increase 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 demonstrate a proficiency in math through direct instruction in Mathematics by 06/14/2019 as measured by NWEA .

### Strategy 1:

Constructing viable arguments and critiquing the reasoning of others within mathematics - Teachers will launch math mini-lessons with an inquiry based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.

Category: Mathematics

Research Cited: Marzano "Generating and testing hypotheses"

Tier: Tier 1

Activity - Inquiry based investigations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will launch math mini lessons with an inquiry-based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All staff including general and special education.

Activity - Math Journaling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will model math journaling using precise vocabulary to explain mathematical concepts. Teachers will model how to analyze the reasoning of others by listening, asking open-ended questions, and comparing strategies and arguments.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All staff including general and special education.
<b>Activity - Math Talk</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use specific math talk moves when explicitly teaching students mathematic concepts.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All staff including general and special education students.
<b>Activity - Learning Targets</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will implement the Learning Target Theory of Action when presenting daily lessons to students regarding mathematics.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All staff including general and special education students.
<b>Activity - Dream Box</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students eligible for math services will be provided with intervention using dream box to improve their conceptual understanding in math	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$15000	Title I Part A	Classroom teachers and building principal, and classroom assistants
<b>Activity - Lesson design and Formative assessment</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>



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Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessment incorporating the gradual release of responsibility model.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum consultants , learning coaches, central office, building administrator and classroom teachers
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Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office instructional administrators will observe classroom teachers alongside building administrators to increase quality and accuracy of feedback to teachers.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principals will engage in district professional learning opportunities alongside their teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction.

**Strategy 2:**

Instructional Monitoring and Feedback - Principal will monitor implementation of best practice in reading instruction and provide quality feedback to teachers in order to improve core instruction.

Category: Learning Support Systems

Research Cited: Visible Learning - John Hattie, Learning Target - Moss, Student Centered Leadership - Robinson

Tier: Tier 1

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Activity - Principal Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will engage in professional learning along side their teachers, colleagues and central office staff to build common language and understanding in order to provide feedback to teachers to improve quality of instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Central office Instructional administrators, building administrators.

**Goal 3: All students at Grayson Elementary School will become proficient in writing.**

**Measurable Objective 1:**

A 20% increase 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 demonstrate a proficiency writing in English Language Arts by 06/14/2019 as measured by Waterford School District writing prompt.

**Strategy 1:**

District Writing Initiative - Teachers will instruct using the Waterford School District Writing Initiative, which focuses on informational text, across all curricular areas.

Category: English/Language Arts

Research Cited: Steve Graham, Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058) Washington DC National Center for Education Evaluation and Regional Assistance Institute of Educational Sciences, Department of Education.

Tier: Tier 1

Activity - Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction for expanding on ideas by adding relevant examples, evidence and explanations. All GEN ED staff will be trained in SIOP	Academic Support Program, Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All staff including general and special education.

Activity - Building Writing Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During building writing team meetings, teachers will share or find exemplar student papers to share with PLC teams to analyze data and plan instructional steps.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All staff including general and special education.
<b>Activity - Grade level meetings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers in Grades K-5 will gather by grade level through the course of the year to focus on writing to learn in the content areas and submitting persuasive essays	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$30000	Title II Part A	District consultants and learning coaches, and classroom teachers
<b>Activity - Lesson design and Formative assessment</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessment	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum consultants and learning coaches, central office administration and classroom teachers and building administrators
<b>Activity - Learning targets</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will utilize the LTTA when delivering lessons to students	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building administrator and classroom teachers
<b>Activity - Small group Intervention</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Struggling K-3 students will participate in small group or one-on-one interventions	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$1560000	Title I Part A	Literacy interventionist, classroom teachers, building administrator
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Activity - ELL extended day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students who score at the lowest levels on the WIDA will participate in an extended day program.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$20000	Title III	ELL Coordinator, extended day teaching staff

**Strategy 2:**

Instructional Monitoring and Feedback - Principal will monitor implementation of best practice in reading instruction and provide quality feedback to teachers in order to improve core instruction.

Category: Learning Support Systems

Research Cited: Visible Learning - Hattie, Learning Target - Moss, Student Centered Leadership - Robinson

Tier: Tier 1

Activity - Principal Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will engage in professional learning along side their teachers, colleagues and central office staff to build common language and understanding in order to provide feedback to teachers to improve quality of instruction	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Central Office Instructional Administrators, Building administrators.

**Goal 4: All students at Grayson Elementary will be engaged at school.**

**Measurable Objective 1:**

demonstrate a behavior of engagement at school by 06/14/2019 as measured by student attendance.

**Strategy 1:**

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

Category: School Culture

Tier: Tier 1

Activity - Attendance Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building 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	Building office managers, teachers, social workers and building principals.

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/guardians. 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	Building administrators and social workers, district Truancy Officer.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Reading	Small group instruction- Guided reading	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$15000	all staff
ELL extended day	ELL students who score at the lowest levels on the WIDA will participate in an extended day program.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$20000	ELL Coordinator, extended day teaching staff

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small group Intervention	Struggling K-3 students will participate in small group or one-on-one interventions	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$1560000	Literacy interventionist, classroom teachers, building administrator
Dream Box	Students eligible for math services will be provided with intervention using dream box to improve their conceptual understanding in math	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$15000	Classroom teachers and building principal, and classroom assistants
Reading Intervention	Students not making adequate progress in reading will work with an interventionist for reading support.	Direct Instruction	Tier 2	Implement	09/04/2018	06/14/2019	\$1600000	Reading interventionists and classroom teachers

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Journaling	Teachers will model math journaling using precise vocabulary to explain mathematical concepts. Teachers will model how to analyze the reasoning of others by listening, asking open-ended questions, and comparing strategies and arguments.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All staff including general and special education.
Close reading procedure	Teachers will use close reading procedure to model for students how to determine important ideas and summarize text.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff including general and special education.
Principal Professional Learning	Principal will engage in professional learning alongside their teachers, colleagues and central office staff to build common language and understanding in order to provide feedback to teachers to improve quality of instruction	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Central Office Instructional Administrators, Building administrators.
Administrator Partnerships	Central office instructional administrators will observe classroom teachers alongside building administrators to increase quality and accuracy of feedback to teachers.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Principals will engage in district professional learning opportunities alongside their teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction.

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Principal Professional Learning	Principals will engage in professional learning along side their teachers, colleagues and central office staff to build common language and understanding in order to provide feedback to teachers to improve quality of instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Central office Instructional administrators, building administrators.
Learning targets	All teachers will utilize the LTTA when delivering lessons to students	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Building administrator and classroom teachers
Lesson design and Formative assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Curriculum consultants, learning coaches, central office, classroom teachers and building administrator
Math Talk	Teachers will use specific math talk moves when explicitly teaching students mathematic concepts.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All staff including general and special education students.
Writing Initiative	Teachers will provide instruction for expanding on ideas by adding relevant examples, evidence and explanations. All GEN ED staff will be trained in SIOF	Academic Support Program, Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All staff including general and special education.
Building Writing Teams	During building writing team meetings, teachers will share or find exemplar student papers to share with PLC teams to analyze data and plan instructional steps.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All staff including general and special education.
Hierarchy of Talk	Teachers will use the hierarchy of talk to scaffold student independence in read aloud. Teachers will model and use the gradual release of responsibility model in read aloud to model determining the most important ideas and summarizing in informational texts.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All staff including general and special education.



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Lesson design and Formative assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessment incorporating the gradual release of responsibility model.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Curriculum consultants , learning coaches, central office, building administrator and classroom teachers
Inquiry based investigations	Teachers will launch math mini lessons with an inquiry-based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All staff including general and special education.
Lesson design and Formative assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessment	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Curriculum consultants and learning coaches, central office administration and classroom teachers and building administrators
Learning targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	central office, building principal, classroom teachers
Principal professional learning	Principal will engage in professional learning alongside their teachers, colleagues and central office to build common language and understanding in order to provide feedback to teachers to improve quality of instruction. Principals will also participate in principal labs facilitated by the CIA staff to ensure horizontal alignment.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Central office, instructional administrators, building administrators

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Attendance Monitoring	Building 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	Building office managers, teachers, social workers and building principals.
Learning Targets	Teachers will implement the Learning Target Theory of Action when presenting daily lessons to students regarding mathematics.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All staff including general and special education students.

**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/guardians. 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	Building administrators and social workers, district Truancy Officer.

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade level meetings	Teachers in Grades K-5 will gather by grade level through the course of the year to focus on writing to learn in the content areas and submitting persuasive essays	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$30000	District consultants and learning coaches, and classroom teachers
Instructional Labs	All first and third grade teachers will participate in professional development through a job-embedded lab specifically on guided reading and its implementation in the classroom.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$7500	Learning coaches, classroom teachers, ELA Consultant