

# **Houghton SIP 2018-2019**

Houghton Elementary School

Waterford School District

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# TABLE OF CONTENTS

Overview .....	1
Goals Summary .....	2
Goal 1: All students at Douglass Houghton Elementary School will become proficient writers.....	3
Goal 2: All Students at Douglass Houghton Elementary School will become proficient readers.....	7
Goal 3: All students at Douglas Houghton Elementary will demonstrate increased proficiency in math.....	12
Goal 4: All identified sub groups at Douglas Houghton Elementary will become proficient readers.....	14
Goal 5: All identified sub groups at Douglas Houghton Elementary will demonstrate increased proficiency in math. . .	15
Goal 6: All students at Houghton Elementary School will be engaged in their education and confident in their ability to be successful .....	16
Activity Summary by Funding Source .....	21

## **Overview**

### **Plan Name**

Houghton SIP 2018-2019

### **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 Douglass Houghton Elementary School will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$373000
2	All Students at Douglass Houghton Elementary School will become proficient readers.	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$18000
3	All students at Douglas Houghton Elementary will demonstrate increased proficiency in math.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$280100
4	All identified sub groups at Douglas Houghton Elementary will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	All identified sub groups at Douglas Houghton Elementary will demonstrate increased proficiency in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	All students at Houghton Elementary School will be engaged in their education and confident in their ability to be successful	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$0

# Goal 1: All students at Douglass Houghton Elementary School will become proficient writers.

## Measurable Objective 1:

A 20% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in writing through direct instruction in English Language Arts by 05/25/2018 as measured by the district writing prompt.

## Strategy 1:

Waterford School District writing initiative - Teachers will improve the quality of core instruction in writing in order to increase student understanding and student performance on proficiency measures.

Category:

Research Cited: Calkins, L (2010) The Nuts and Bolts of Teaching Writing. Portsmouth, NH: Heinemann.

Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Tier: Tier 1

Activity - Using Graphic organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Writing Initiative scope, sequence and structure alignment grid to help students develop and organize their ideas using graphic organizers. Teachers will then model, teach and provide practice for students to transfer thoughts from their plan into sentences in their draft.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	General Fund	Classroom Teachers Building Administrators Curriculum Consultants

Activity - Writing in Response to Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in response to close reading text in non-fiction. Their writing will take various forms--persuasive, opinion, retelling and non-fiction writing.	Direct Instruction, Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	General Fund	All Staff

Activity - Small Group and One-on-One Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Houghton SIP 2018-2019**

Houghton Elementary School

Struggling students will participate in small group or one-on-one interventions	Direct Instruction, Implementation, Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$50000	Title I Part A	Literacy Interventionists, Classroom Teachers, Building Administrator
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Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align expectations across grade levels and follow those expectations instructionally to raise standards for all students.	Teacher Collaboration, Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/04/2018	06/13/2019	\$0	General Fund	All staff

Activity - Core Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 of science and math.	Professional Learning	Tier 1	Implement	09/06/2018	06/13/2019	\$30000	Title II Part A	PLC Leaders Classroom Teachers Building Administrators Central Office Staff

Activity - Data Teams Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and building administrator will continue to participate in professional learning around Data Team Process. PLC Leader and administrator will monitor implementation of the process.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	PLC Leader Classroom Teachers Building Administrator

Activity - Learning Target Theory of Action	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Houghton SIP 2018-2019**

Houghton Elementary School

All teachers will utilize the LTTA daily when designing and delivering lessons for all students.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building Administrator or 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>
Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Implement	10/01/2018	05/23/2019	\$18000	Title II Part A	Learning Coaches Classroom Teachers ELA Consultant
<b>Activity - Learning Coaches</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>
Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and on-on-one job embedded professional learning.	Professional Learning	Tier 1	Implement	09/04/2018	05/23/2019	\$275000	Title II Part A	Learning Coaches CIA Department 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 assessments.	Professional Learning	Tier 1	Implement	08/29/2018	05/23/2019	\$0	No Funding Required	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrators
<b>Activity - Progress Monitoring</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>

## Houghton SIP 2018-2019

Houghton Elementary School

Teachers will administer and collect three writing samples throughout the year in order to gauge nonfiction writing growth from September through June. Results will be used to improve core instruction.	Monitor	Tier 1	Implement	10/12/2018	05/23/2019	\$0	No Funding Required	Classroom teachers Building Principal
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### Strategy 2:

Instructional Monitoring and Feedback - Building Principal will monitor implementation of best practices and provide feedback to teachers in order to improve instructional practices. Teachers will monitor student growth and provide effective feedback.

Category: English/Language Arts

Research Cited: Marzano, R. (2007) *The Art and Science of Teaching*, Alexandria, VA: ASCD

Hattie, J. (2011) *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge

Moss, C., Brookhart, S., (2012) *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. Alexandria, Virginia: ASCD.

Robinson, V., (2011) *Student Centered Leadership*. San Francisco, CA: Jossey-Bass.

Tier: Tier 1

Activity - Monitoring of Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principal will conduct walkthroughs to monitor effective implementation of the writing initiative. She will also monitor through growth on district writing prompts.	Monitor	Tier 1	Implement	09/04/2018	06/07/2019	\$0	No Funding Required	Building Administrator Central Office Staff

Activity - Principal Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will engage in professional learning alongside teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction.	Professional Learning	Tier 1	Implement	08/29/2018	06/07/2019	\$0	No Funding Required	Central Office Staff Learning Coaches Curriculum Consultants Building Administrators

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 and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Professional Learning	Tier 1	Implement	10/01/2018	03/29/2019	\$0	No Funding Required	Central Office Staff Building Administrator



## Goal 2: All Students at Douglass Houghton Elementary School will become proficient readers.

### Measurable Objective 1:

A 20% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading in English Language Arts by 06/15/2018 as measured by NWEA.

### Strategy 1:

Core Reading Instruction - Teachers will participate in professional learning regarding effective classroom reading instruction and assessment.

Category: English/Language Arts

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson

Moss, C., Brookhart, S., (2012). Learning Targets: Helping Students Aim Understanding in Today's Lesson. Alexandria, VA ASCD.

Robinson, V., (2011). Student Centered leadership. San Francisco, CA., Jossey-Bass.

Allington, R. (2011) What Really Matters for Struggling Readers. New York, NY: Pearson

Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Besser, L., and Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: lead and Learn Press

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

Activity - Data Team Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and building administrator will continue to participate in professional learning surrounding Data Team Protocols. PLC Leader and building administrator will monitor implementation of the protocol.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	PLC Leader Building Administrator or Central Office Staff

Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Houghton SIP 2018-2019**

Houghton Elementary School

All second 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	03/29/2019	\$18000	Title II Part A	Learning Coaches Classroom Teachers ELA Consultant
<b>Activity - Learning Target Theory of Action</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 and delivering lessons for students.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Central Office Staff CIA Staff Building Principal PLC Leader 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 assessments.	Professional Learning	Tier 1	Implement	08/29/2018	06/14/2019	\$0	No Funding Required	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrators

**Strategy 2:**

Close Reading - Teachers will teach close reading protocols to students to increase comprehension for reading non-fiction text.

Category: English/Language Arts

Research Cited: Beers, K. and Probst, R. (2012) Notice and Note. Heinemann.

Marzano, R.

Tier: Tier 1

Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow vertical alignment of Close Reading Protocol for K-5 students.	Direct Instruction	Tier 1		09/04/2018	06/14/2019	\$0	No Funding Required	Classroom Teachers Building Principal

Activity - Lesson Design and Formative Assesment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Implement	08/29/2018	06/14/2019	\$0	No Funding Required	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrator

**Strategy 3:**

Collaboration Between Administrators for Teacher Effectiveness in Reading - Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.

Category: English/Language Arts

Research Cited: Danielson: Framework for Effective Teaching

Tier: Tier 1

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 and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Implement	10/01/2018	03/29/2019	\$0	No Funding Required	Building administrator and central office instructional administrators

**Strategy 4:**

Guided Reading Instructional Practices - All teachers of reading will follow the district Guided Reading Initiative including the district requirements for Guided Reading lessons. Teachers will be responsive to student abilities as readers and will instruct them according to their needs in small group instruction.

Category: English/Language Arts

Research Cited: Fountas & Pinell

Tier: Tier 1

Activity - Professional Development in Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to learn about Guided Reading implementation for their grade levels at our district professional development days and through quarterly trainings in staff meetings.	Professional Learning	Tier 1	Implement	09/06/2018	05/16/2019	\$0	No Funding Required	CIA Department Reading Interventionists at Houghton Building Administrator
Activity - Data Analysis of Reading Scores	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly analysis of reading achievement scores. Will work on intervention plans for next 10 weeks based on this analysis. Will also evaluate effectiveness of current guided reading work, groupings, and strategies used.	Monitor	Tier 1	Implement	10/18/2018	05/16/2019	\$0	No Funding Required	All classroom staff All resource room staff Reading interventionists Building administrator
Activity - Running Record Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Houghton SIP 2018-2019**

Houghton Elementary School

Continuous Improvement in running record analysis. Last year staff received professional development in running records and their analysis. As we continue this year, we need to monitor that running records are continuing to be administered regularly and that their analysis is effective. We will do this through administrator observation, walk throughs and through quarterly check-ins in staff meetings.	Implementation	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom Teachers Resource Room Staff Reading Interventionists Building Administrator
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Activity - Teacher Ownership of Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work on Guided Reading Protocol to reflect upon their practice and improve as teachers of reading.	Professional Learning	Tier 1	Implement	09/06/2018	03/29/2019	\$0	No Funding Required	Classroom Teachers Building Administrator Reading Interventionists Resource Room Staff

Activity - Lesson Design & Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will submit Guided Reading Schedules and lesson plans to building administrator. Building administrator will regularly monitor implementation of Guided Reading in classrooms throughout the building.	Monitor, Walkthrough	Tier 1	Monitor	09/21/2018	06/14/2019	\$0	No Funding Required	Building Administrator All teachers of reading

**Strategy 5:**

Parent Engagement - Increased parent engagement is a strong indicator of student success. As a school, we have worked hard to improve core instruction, and we are seeing strong gains in achievement as a result. If we are going to continue to see strong growth in achievement, it will be a result of increased parent and family engagement, availability of quality literature at home, and increased time engaging students in at-home reading.

Category: English/Language Arts

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson

Allington, R. (2011) What Really Matters for Struggling Readers. New York, NY: Pearson

Tier: Tier 1

Activity - The Read More Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Read More Challenge is a personal challenge for each student in grades 3-5 and each family in grades K-2. We are encouraging families and students to stretch themselves and read more this year. For K-2 students, it will involve reading a picture book each week together. The book will be provided by our school along with a guide of "Things to talk about before, during and after reading." We want to support our students and families as readers who grow together. For our older students, we want to encourage them to stretch as readers and increase their competence, confidence and reading motivation. Donalyn Miller, at the Bookwhisperer.com states a set of core beliefs, which we are adopting as well. "Everybody reads here. Let's get started. Strong readers have lots of reading experiences. You need to be a good all-around reader. There's the right book for you out there somewhere. Let's find it. Whether you read or not isn't a choice, but what you read is YOUR choice. Your reading life matters."</p>	Implementation, Parent Involvement	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	All instructional staff. Classroom teachers will introduce the Read More Challenge to students and families as they launch the school year.

### Goal 3: All students at Douglas Houghton Elementary will demonstrate increased proficiency in math.

**Measurable Objective 1:**

A 20% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in math on post tests in Mathematics by 06/15/2018 as measured by NWEA Assessments.

**Strategy 1:**

Core Classroom Instruction - Teachers will improve the quality of core instruction in mathematics in order to increase student understanding and student performance on proficiency measures.

Category: Mathematics

Research Cited: Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

**Houghton SIP 2018-2019**

Houghton Elementary School

Activity - Inquiry based investigation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	All K-5 general education and special education teaching staff.
Activity - Writing to Learn	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Writing to Learn in mathematics to collect data on student thinking and depth of understanding in mathematics. They will follow vertical alignment that they collaborated on in order to ensure high standards at every grade level and that foundational concepts are built K-5 from the units of study.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom Teachers Building Administrator
Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of grades 3-5 will gather by grade level two times through the course of the year to strengthen the delivery of units of study, eight math practices and math content.	Professional Learning	Tier 1	Implement	09/20/2018	06/06/2019	\$2100	General Fund	Math Curriculum Consultant Classroom Teachers Building Administrator
Activity - Data Team Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and building administrator will continue to participate in professional learning surrounding Data Team Process. PLC Leader and building administrator will monitor implementation of the process.	Monitor	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	PLC Leader Classroom Teachers Building Administrator Central Office Administrators

**Houghton SIP 2018-2019**

Houghton Elementary School

Activity - Learning Target Theory of Action	Activity Type	Tier	Phase	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	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building Administrator or Classroom Teachers
Activity - Learning Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and on-on-one job embedded professional learning.	Professional Learning	Tier 1	Implement	09/17/2018	05/23/2019	\$275000	Title II Part A	Learning Coaches CIA Department Classroom Teachers
Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning focusing in incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Implement	09/20/2018	06/07/2019	\$0	No Funding Required	Curriculum Consultants Learning Coaches Central Office Administrators Building Administrators Classroom Teachers
Activity - DreamBox Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are eligible for math services will be provided with intervention using DreamBox math to improve their conceptual understanding.	Academic Support Program	Tier 2	Implement	09/17/2018	06/14/2019	\$3000	Title I Part A	Classroom Teachers Building Principal Classroom Assistant



## Goal 4: All identified sub groups at Douglas Houghton Elementary will become proficient readers.

### Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading through direct instruction in English Language Arts in English Language Arts by 06/15/2018 as measured by The DRA (District Reading Assessment) score..

### Strategy 1:

Small group instruction - Teachers will;

1. Use formative assessments (observations, conferring as well as analyzing artifacts) to identify students in need of remediation of concepts.
2. Strategically place students in Guided Reading groups to target specific learning needs.

Category: English/Language Arts

Research Cited: Teaching Reading in Small Groups by Jennifer Serravallo

Tier: Tier 1

Activity - Reader's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whole group mini lessons focused independent reading time, small group instruction opportunities, and teaching and learning shares.	Direct Instruction		Monitor	09/04/2018	06/14/2019	\$0	General Fund	Teachers, resource room teachers, interventionist, support staff. These will be based on learning needs of individual students.

## Goal 5: All identified sub groups at Douglas Houghton Elementary will demonstrate increased proficiency in math.

**Measurable Objective 1:**

A 10% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency In math, on post tests in mathematics in Mathematics by 06/15/2018 as measured by NWEA..

**Strategy 1:**

Viable arguments and Critiques - Teachers will:

1. Launch math mini lessons with inquiry-based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.
  
2. Model how to analyze the reasoning of others by listening, asking questions, and comparing strategies and arguments.

Category: Mathematics

Research Cited: CCSS Common Core State Standards

Tier: Tier 1

Activity - Inquiry based investigation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	Teachers, resource room teachers, interventionist, support staff. These will be based on learning needs of individual students.

**Goal 6: All students at Houghton Elementary School will be engaged in their education and confident in their ability to be successful**

**Measurable Objective 1:**

demonstrate a behavior of engagement in school by 06/14/2019 as measured by greater school attendance, fewer behavior infractions, and more students achieving grade level expectations.

**Strategy 1:**

Culture and Climate - Teachers and Administrators will participate in professional learning and implement processes surrounding improving the culture and climate of our buildings.

Category: School Culture

Research Cited: Covey, S. (2008) The Speed of Trust. New York, NY: Covey Link

Marzano, R. and McNulty, B. (2005) School Leadership that Works: From Research to Results. Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Tier: Tier 1

Activity - Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Social Worker will assist students in understanding cause/effect behavior and making good choices which allow them to stay in class and participate effectively.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	School Social Worker Building Principal

Activity - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing MTSS a behavior specialist and two paraprofessionals will support students demonstrating significant at-risk social behaviors that impede a student's academic progress. These staff members support building student support teams in creating behavior plans, parent/staff communication, and supports for classroom teachers.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Behavior Specialist Paraprofessionals Classroom Teachers Building Administrators

Activity - Newcomer Family Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides language support to newcomers and their families to communicate effectively with teachers, administrators, office staff and counselors. Coordinates meetings, information sessions and special events specific to newcomer students. Provides English practice opportunities to assist newcomers acquiring the English language.	Communication, Parent Involvement, Academic Support Program	Tier 3	Implement	08/28/2018	06/28/2019	\$0	No Funding Required	Newcomer family liaison, ESL consultant, Central Office Administration, Building Principal

**Houghton SIP 2018-2019**

Houghton Elementary School

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Administrators and key identified building personnel will be trained in Restorative Practices so that these practices can be established and utilized in the classroom, offices and community throughout the district. At Houghton, the building principal, social worker and other ancillary staff will be trained initially and then share with staff in staff meeting time.	Professional Learning	Tier 1	Implement	08/01/2018	06/14/2019	\$0	No Funding Required	Building Principal School Social Worker School Psychologist District Central Office Staff Classroom Teachers

Activity - Bully Prevention Task Force	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of district social workers and psychologists will convene to evaluate the school district's current bully prevention practices and resources. The group will research best practices for bully prevention and make recommendations for adjustments and revisions as necessary. At Houghton we will implement the recommendations of the task force as well as best practices in student culture.	Behavioral Support Program	Tier 1	Implement	07/02/2018	06/14/2019	\$0	No Funding Required	District Central Office Staff District Social Workers and Psychologists

**Strategy 2:**

Parent Engagement - This strategy will be utilized to involve parents in the education of their children and share and partner with them to help ensure their students are well supported in their home environment for school success.

Category: Other - Parent Education and Involvement

Research Cited: Joyce Epstein's Model for Parent Involvement: Framework of Six Types of Involvement

Tier: Tier 1

Activity - Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Houghton SIP 2018-2019**

Houghton Elementary School

Houghton Elementary will offer flexible meeting times and varied activities designed to support and encourage the involvement of all parents in addition to our school district offerings. These will include our annual Information Gathering Night (IGNITE), PTA Meetings, Parent/Teacher Conferences, IRIP Conferences, Student-Led Conferences, Our Annual Celebration of Learning and Parent Education Events including "Lunch & Learn" and Evening math and reading nights.	Parent Involvement	Tier 1	Implement	08/29/2018	06/14/2019	\$0	No Funding Required	Central Office Administrators, Building Principal, Classroom Teachers, Reading Intervention Staff, Resource Room Staff
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Activity - Title I Parent Workshops/Lending Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide staffing and supplies for parent education. These parent workshops will focus on educating parents of Title I eligible students. This will allow Title I staff to meet with Title I eligible families 1 to 3 times per year in order to: provide timely information about Title I Programming, discuss student progress, and elicit feedback from families to review and improve Title I Programming. The materials and resources will be used to teach parents how to help their children with their school work. Staff will use these workshops to demonstrate to parents how to successfully use resources and equipment available such as: Dreambox, RazReaders, academic games, reading strategies, writing strategies and iPad apps to improve their children's skills in reading, writing and math.	Parent Involvement	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Central Office staff, Title One Coordinator, Building Principal, Classroom Teachers, Interventionists

Activity - Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide a staff member responsible to oversee the district's Title I Program as well as assist and provide professional learning opportunities for Title I funded staff. Houghton Elementary will receive support and oversight from the Title I Coordinator.	Academic Support Program	Tier 2	Implement	07/02/2018	06/28/2019	\$0	No Funding Required	Central Office Staff Title I Coordinator

Activity - Homeless Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district staff will provide necessary supplies and services to homeless students, including assistance with transportation above and beyond what the district provides to transport homeless students to and from Title I activities as well as to and from school of origin.	Academic Support Program	Tier 3	Implement	09/04/2018	06/28/2019	\$0	No Funding Required	Title I Coordinator Building Administrator

**Houghton SIP 2018-2019**

Houghton Elementary School

Activity - Title III Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide staffing and supplies for parent education. These parent workshops will focus on education of parents of Title III eligible students. This will allow district staff to meet with Title III eligible families 1 to 3 times per year in order to: provide timely information about Title III programming, discuss student progress, and elicit feedback from families to review and improve Title III programming. The materials and resources will be used to teach parents how to help their children with their school work.	Parent Involvement	Tier 2	Implement	07/02/2018	06/28/2019	\$0	No Funding Required	District ESL Consultant, ESL Staff, Central Office Administration

**Strategy 3:**

Attendance - Attendance will be monitored at Houghton Elementary. Students who reach 5 absences will receive a parent contact from the school. At 7 absences a letter will be sent to the home and at 10 absences the district Truancy Officer will meet with the parents/guardians of the student. At 20 absences the student will be 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
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 absences.	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building office manager Teachers Social Worker Building Principal

Activity - Attendance Monitoring with Truancy Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At 10 student absences, the truancy officer will meet with the parent/guardian of the student. At 20 absences, the truancy officer will make a referral to the Oakland County court system.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building Administrator or School Social Worker District Truancy Officer

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Team Protocols	Teachers and building administrator will continue to participate in professional learning surrounding Data Team Protocols. PLC Leader and building administrator will monitor implementation of the protocol.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	PLC Leader Building Administrator or Central Office Staff
Teacher Ownership of Practice	Staff will work on Guided Reading Protocol to reflect upon their practice and improve as teachers of reading.	Professional Learning	Tier 1	Implement	09/06/2018	03/29/2019	\$0	Classroom Teachers Building Administrator or Reading Interventionists Resource Room Staff
Administrator Partnerships	Central Office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Implement	10/01/2018	03/29/2019	\$0	Building administrator or central office instructional administrators
Learning Target Theory of Action	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	Building Administrator or Classroom Teachers

Data Teams Process	Teachers and building administrator will continue to participate in professional learning around Data Team Process. PLC Leader and administrator will monitor implementation of the process.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	PLC Leader Classroom Teachers Building Administrator
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	08/29/2018	06/14/2019	\$0	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrators
Monitoring of Writing Initiative	Building Principal will conduct walkthroughs to monitor effective implementation of the writing initiative. She will also monitor through growth on district writing prompts.	Monitor	Tier 1	Implement	09/04/2018	06/07/2019	\$0	Building Administrator Central Office Staff
Title I Parent Workshops/Lending Library	The district will provide staffing and supplies for parent education. These parent workshops will focus on educating parents of Title I eligible students. This will allow Title I staff to meet with Title I eligible families 1 to 3 times per year in order to: provide timely information about Title I Programming, discuss student progress, and elicit feedback from families to review and improve Title I Programming. The materials and resources will be used to teach parents how to help their children with their school work. Staff will use these workshops to demonstrate to parents how to successfully use resources and equipment available such as: Dreambox, RazReaders, academic games, reading strategies, writing strategies and iPad apps to improve their children's skills in reading, writing and math.	Parent Involvement	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Central Office staff, Title One Coordinator, Building Principal, Classroom Teachers, Interventionists



**Houghton SIP 2018-2019**

Houghton Elementary School

Running Record Analysis	Continuous Improvement in running record analysis. Last year staff received professional development in running records and their analysis. As we continue this year, we need to monitor that running records are continuing to be administered regularly and that their analysis is effective. We will do this through administrator observation, walk throughs and through quarterly check-ins in staff meetings.	Implementation	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Classroom Teachers Resource Room Staff Reading Interventionists Building Administrator
Learning Target Theory of Action	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 Staff CIA Staff Building Principal PLC Leader Classroom Teachers
Lesson Design & Implementation	Teachers will submit Guided Reading Schedules and lesson plans to building administrator. Building administrator will regularly monitor implementation of Guided Reading in classrooms throughout the building.	Monitor, Walkthrough	Tier 1	Monitor	09/21/2018	06/14/2019	\$0	Building Administrator All teachers of reading
Newcomer Family Liaison	Provides language support to newcomers and their families to communicate effectively with teachers, administrators, office staff and counselors. Coordinates meetings, information sessions and special events specific to newcomer students. Provides English practice opportunities to assist newcomers acquiring the English language.	Communication, Parent Involvement, Academic Support Program	Tier 3	Implement	08/28/2018	06/28/2019	\$0	Newcomer family liaison, ESL consultant, Central Office Administration, Building Principal
Professional Development in Guided Reading	All teachers will continue to learn about Guided Reading implementation for their grade levels at our district professional development days and through quarterly trainings in staff meetings.	Professional Learning	Tier 1	Implement	09/06/2018	05/16/2019	\$0	CIA Department Reading Interventionists at Houghton Building Administrator

**Houghton SIP 2018-2019**

Houghton Elementary School

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	08/29/2018	06/14/2019	\$0	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrator
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	08/29/2018	05/23/2019	\$0	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrator
Data Analysis of Reading Scores	Quarterly analysis of reading achievement scores. Will work on intervention plans for next 10 weeks based on this analysis. Will also evaluate effectiveness of current guided reading work, groupings, and strategies used.	Monitor	Tier 1	Implement	10/18/2018	05/16/2019	\$0	All classroom staff All resource room staff Reading interventionists Building administrator
Behavior Intervention	Utilizing MTSS a behavior specialist and two paraprofessionals will support students demonstrating significant at-risk social behaviors that impede a student's academic progress. These staff members support building student support teams in creating behavior plans, parent/staff communication, and supports for classroom teachers.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Behavior Specialist Paraprofessionals Classroom Teachers Building Administrator

**Houghton SIP 2018-2019**

Houghton Elementary School

Data Team Process	Teachers and building administrator will continue to participate in professional learning surrounding Data Team Process. PLC Leader and building administrator will monitor implementation of the process.	Monitor	Tier 1	Implement	09/04/2018	06/14/2019	\$0	PLC Leader Classroom Teachers Building Administrator or Central Office Administrators
Bully Prevention Task Force	A group of district social workers and psychologists will convene to evaluate the school district's current bully prevention practices and resources. The group will research best practices for bully prevention and make recommendations for adjustments and revisions as necessary. At Houghton we will implement the recommendations of the task force as well as best practices in student culture.	Behavioral Support Program	Tier 1	Implement	07/02/2018	06/14/2019	\$0	District Central Office Staff District Social Workers and Psychologists
Behavior Supports	School Social Worker will assist students in understanding cause/effect behavior and making good choices which allow them to stay in class and participate effectively.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	School Social Worker Building Principal
Administrator Partnerships	Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Professional Learning	Tier 1	Implement	10/01/2018	03/29/2019	\$0	Central Office Staff Building Administrator
Title I Coordinator	The district will provide a staff member responsible to oversee the district's Title I Program as well as assist and provide professional learning opportunities for Title I funded staff. Houghton Elementary will receive support and oversight from the Title I Coordinator.	Academic Support Program	Tier 2	Implement	07/02/2018	06/28/2019	\$0	Central Office Staff Title I Coordinator
Progress Monitoring	Teachers will administer and collect three writing samples throughout the year in order to gauge nonfiction writing growth from September through June. Results will be used to improve core instruction.	Monitor	Tier 1	Implement	10/12/2018	05/23/2019	\$0	Classroom teachers Building Principal
Writing to Learn	Teachers will use Writing to Learn in mathematics to collect data on student thinking and depth of understanding in mathematics. They will follow vertical alignment that they collaborated on in order to ensure high standards at every grade level and that foundational concepts are built K-5 from the units of study.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Classroom Teachers Building Administrator

Restorative Practices	District Administrators and key identified building personnel will be trained in Restorative Practices so that these practices can be established and utilized in the classroom, offices and community throughout the district. At Houghton, the building principal, social worker and other ancillary staff will be trained initially and then share with staff in staff meeting time.	Professional Learning	Tier 1	Implement	08/01/2018	06/14/2019	\$0	Building Principal School Social Worker School Psychologist District Central Office Staff Classroom Teachers
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 absences.	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Building office manager Teachers Social Worker Building Principal
The Read More Challenge	The Read More Challenge is a personal challenge for each student in grades 3-5 and each family in grades K-2. We are encouraging families and students to stretch themselves and read more this year. For K-2 students, it will involve reading a picture book each week together. The book will be provided by our school along with a guide of "Things to talk about before, during and after reading." We want to support our students and families as readers who grow together. For our older students, we want to encourage them to stretch as readers and increase their competence, confidence and reading motivation. Donalyn Miller, at the Bookwhisperer.com states a set of core beliefs, which we are adopting as well. "Everybody reads here. Let's get started. Strong readers have lots of reading experiences. You need to be a good all-around reader. There's the right book for you out there somewhere. Let's find it. Whether you read or not isn't a choice, but what you read is YOUR choice. Your reading life matters."	Implementation, Parent Involvement	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	All instructional staff. Classroom teachers will introduce the Read More Challenge to students and families as they launch the school year.

**Houghton SIP 2018-2019**

Houghton Elementary School

Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing in incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Implement	09/20/2018	06/07/2019	\$0	Curriculum Consultants Learning Coaches Central Office Administrators Building Administrators Classroom Teachers
Learning Target Theory of Action	All teachers will utilize the LTTA daily when designing and delivering lessons for all students.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Building Administrator Classroom Teachers
Vertical Alignment	Teachers will follow vertical alignment of Close Reading Protocol for K-5 students.	Direct Instruction	Tier 1		09/04/2018	06/14/2019	\$0	Classroom Teachers Building Principal
Principal Professional Learning	Building principal will engage in professional learning alongside teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction.	Professional Learning	Tier 1	Implement	08/29/2018	06/07/2019	\$0	Central Office Staff Learning Coaches Curriculum Consultants Building Administrators
Title III Parent Workshops	The district will provide staffing and supplies for parent education. These parent workshops will focus on education of parents of Title III eligible students. This will allow district staff to meet with Title III eligible families 1 to 3 times per year in order to: provide timely information about Title III programming, discuss student progress, and elicit feedback from families to review and improve Title III programming. The materials and resources will be used to teach parents how to help their children with their school work.	Parent Involvement	Tier 2	Implement	07/02/2018	06/28/2019	\$0	District ESL Consultant, ESL Staff, Central Office Administration

**Houghton SIP 2018-2019**

Houghton Elementary School

Parent Engagement	Houghton Elementary will offer flexible meeting times and varied activities designed to support and encourage the involvement of all parents in addition to our school district offerings. These will include our annual Information Gathering Night (IGNITE), PTA Meetings, Parent/Teacher Conferences, IRIP Conferences, Student-Led Conferences, Our Annual Celebration of Learning and Parent Education Events including "Lunch & Learn" and Evening math and reading nights.	Parent Involvement	Tier 1	Implement	08/29/2018	06/14/2019	\$0	Central Office Administrators, Building Principal, Classroom Teachers, Reading Intervention Staff, Resource Room Staff
Homeless Services	The district staff will provide necessary supplies and services to homeless students, including assistance with transportation above and beyond what the district provides to transport homeless students to and from Title I activities as well as to and from school of origin.	Academic Support Program	Tier 3	Implement	09/04/2018	06/28/2019	\$0	Title I Coordinator Building Administrator
Attendance Monitoring with Truancy Officer	At 10 student absences, the truancy officer will meet with the parent/guardian of the student. At 20 absences, the truancy officer will make a referral to the Oakland County court system.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Building Administrator School Social Worker District Truancy Officer

**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group and One-on-One Interventions	Struggling students will participate in small group or one-on-one interventions	Direct Instruction, Implementation, Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$50000	Literacy Interventionists, Classroom Teachers, Building Administrator
DreamBox Math	Students who are eligible for math services will be provided with intervention using DreamBox math to improve their conceptual understanding.	Academic Support Program	Tier 2	Implement	09/17/2018	06/14/2019	\$3000	Classroom Teachers Building Principal Classroom Assistant

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reader's Workshop	Whole group mini lessons focused independent reading time, small group instruction opportunities, and teaching and learning shares.	Direct Instruction		Monitor	09/04/2018	06/14/2019	\$0	Teachers, resource room teachers, interventionist, support staff. These will be based on learning needs of individual students.
Inquiry based investigation	Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Teachers, resource room teachers, interventionist, support staff. These will be based on learning needs of individual students.
Using Graphic organizers	Teachers will use Writing Initiative scope, sequence and structure alignment grid to help students develop and organize their ideas using graphic organizers. Teachers will then model, teach and provide practice for students to transfer thoughts from their plan into sentences in their draft.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom Teachers Building Administrators Curriculum Consultants
Vertical Alignment	Teachers will align expectations across grade levels and follow those expectations instructionally to raise standards for all students.	Teacher Collaboration, Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff

**Houghton SIP 2018-2019**

Houghton Elementary School

Grade Level Meetings	Teachers of grades 3-5 will gather by grade level two times through the course of the year to strengthen the delivery of units of study, eight math practices and math content.	Professional Learning	Tier 1	Implement	09/20/2018	06/06/2019	\$2100	Math Curriculum Consultant Classroom Teachers Building Administrator
Inquiry based investigation	Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All K-5 general education and special education teaching staff.
Writing in Response to Close Reading	Students will write in response to close reading text in non-fiction. Their writing will take various forms--persuasive, opinion, retelling and non-fiction writing.	Direct Instruction, Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All Staff

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Labs	Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Implement	10/01/2018	05/23/2019	\$18000	Learning Coaches Classroom Teachers ELA Consultant
Learning Coaches	Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and on-on-one job embedded professional learning.	Professional Learning	Tier 1	Implement	09/17/2018	05/23/2019	\$275000	Learning Coaches CIA Department Classroom Teachers
Core Classroom Instruction	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 of science and math.	Professional Learning	Tier 1	Implement	09/06/2018	06/13/2019	\$30000	PLC Leaders Classroom Teachers Building Administrators Central Office Staff



**Houghton SIP 2018-2019**

Houghton Elementary School

Instructional Labs	All second 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	03/29/2019	\$18000	Learning Coaches Classroom Teachers ELA Consultant
Learning Coaches	Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and on-on-one job embedded professional learning.	Professional Learning	Tier 1	Implement	09/04/2018	05/23/2019	\$275000	Learning Coaches CIA Department Classroom Teachers