

RES SIT 2017 - 2018

Richardson Elementary School

Oscoda Area Schools

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Overview

Plan Name

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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 Richardson Elementary will meet or exceed grade level Mathematics Expectations.	Objectives: 2 Strategies: 2 Activities: 11	Academic	\$241000
2	All students at Richardson Elementary School will meet or exceed grade level expectations in reading and writing.	Objectives: 4 Strategies: 3 Activities: 14	Academic	\$313000
3	All students at Richardson Elementary School will meet or exceed grade level expectations in Science.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$14600
4	All students at Richardson Elementary School will meet or exceed grade level expectations in Social Studies.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$15400
5	All students at Richardson Elementary School will have a positive attitude and behave appropriately at school.	Objectives: 2 Strategies: 1 Activities: 3	Organizational	\$84000

Goal 1: All students at Richardson Elementary will meet or exceed grade level Mathematics Expectations.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 demonstrate a proficiency increase of 13% in Mathematics by 06/13/2018 as measured by NWEA, state, and local assessments.

Strategy 1:

Everyday Math K-5, Connected Math 6th - During the 2017-2018 school year, staff will continue to develop and implement best practice strategies to support student success using Everyday Math and Connected Math.

Category: Mathematics

Research Cited: Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Carpenter, T. (2003). Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative meetings to focus on best practices for student success (Afterschool PLC's)	Professional Learning	Tier 1	Monitor	08/28/2017	06/13/2018	\$1000	General Fund	All staff, principals

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The position of content coach is an attempt to improve teaching and learning in math and language arts K-12 in Oscoda Area Schools. Work with the coach will be sustained, intensive, and classroom focused. The coach will work with administrators, teachers, and support staff in the following areas: implementation of the Common Core State Standards (CCSS), data driven instruction, classroom management, effective instructional strategies, mentoring new teachers, integration of technology, intervention and parental involvement.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$44000	Title II Part A	Building administration, content coach, teaching staff
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Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the help of the content coach and building administrators, teachers will receive professional development on Marzano's nine high-yield instructional strategies and the research that supports it. Marzano, R., Pickering, D., & Pollock, J.E (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	No Funding Required	Teaching staff, Building administrators and Content coach

Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take math assessments three times a year, paying particular attention to the special education subgroup. They will use the results to alter individual student's plans.	Evaluation	Tier 1	Monitor	08/28/2017	06/22/2018	\$10000	General Fund	All staff, principal

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$4000	Title II Part A	teaching staff, building principals
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to participate in their child's education experience. We will have a activity where the parents will learn to play current math games that their student plays in class. These are games from the Everyday Math curriculum. Parents and students will also get to take a copy of these games/materials home with them at the end of the event.	Parent Involvement	Tier 1	Implement	08/28/2017	06/22/2018	\$2000	Title I Part A	Principal and Title Director.

Measurable Objective 2:

100% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency for one year's growth in Mathematics by 06/22/2018 as measured by the NWEA.

Strategy 1:

Differentiated Instruction - Teaching staff will differentiate instruction based on data from both formative and summative assessments. Working in teams, staff at RES will use collaborative inquiry to fully implement Connected Math Project and Everyday Learning Mathematics, research-based programs, to improve math instruction. They will focus on differentiating instruction for our targeted group of students and provide clear expectations of the curriculum for all of our students.

Category: Mathematics

Research Cited: Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Carpenter, T. (2003). Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School. Portsmouth, NH: Heinemann.

Tier: Tier 1

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Activity - All teachers will differentiate instruction.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement differentiated math instruction for all students.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$10000	Title II Part A	all staff members

Activity - In-School Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All identified students may have access to academic math support from a mathematics support person to help improve math scores.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$80000	Title I Part A	building administration, math support person, teaching staff

Activity - Title 1/At-Risk Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will identify eligible students for math re-teaching to improve upon the basic fundamentals of mathematics.	Academic Support Program	Tier 2	Implement	08/28/2017	06/22/2018	\$80000	Title I Part A	staff, title 1 teacher, administration

Activity - Afterschool and Lunch Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/22/2018	\$10000	Title I Part A	administration, all staff

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support Program for students to get them caught up and/or prepare them for the next school year.	Academic Support Program	Tier 2	Monitor	06/18/2018	08/24/2018	\$0	Title I Part A	Teachers

Goal 2: All students at Richardson Elementary School will meet or exceed grade level expectations in reading and writing.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 demonstrate a proficiency increase of 10% in reading in English Language Arts by 06/22/2018 as measured by NWEA, DIBELS, Rigby, and state and local assessments.

Strategy 1:

Treasures/MAISA Genre Units - Treasures, by McGraw Hill Company and the MAISA Genre Units are comprehensive, research-based reading curriculums designed to engage students and enhance reading proficiency. These curriculums are to be administered five days a week. They provide instruction in the five essential elements of early literacy and offer differentiated instruction for students who are approaching, on, or beyond grade-level reading skills.

Category: English/Language Arts

Research Cited: Daniels, H. & Harvey, S. (2009). *Comprehension & Collaboration: Inquiry Circles in Action*. NH: Heinemann.

Marzano, R., Pickering D., & Pollock, J.E. (2001). *Classroom Instruction That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). *The Art and Science of Teaching*. Alexandria, VA: Association for Supervision and

Curriculum Development.

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide an instructional coach who is responsible for modeling, coaching, providing feedback and supporting teachers with data-driven instruction, best practices, lesson planning and curriculum implementation.	Professional Learning	Tier 1	Implement	08/28/2017	06/22/2018	\$44000	Title II Part A	Building administration, content coach, teaching staff

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development through IEE coaching for school staff in Read Naturally, Dibels testing, LLI, and guided reading; McGraw Hill training for English Language Arts staff.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$1000	General Fund	All staff, principals

Activity - Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take reading assessments three times this year, paying particular attention to the economically disadvantaged subgroup.	Monitor	Tier 1	Monitor	08/28/2017	06/22/2018	\$12000	General Fund	all staff, principals

Activity - Web-Based Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use web-based programs such as Starfall, Basic Skills, Kidspiration, Study Island, ABC Mouse, News ELA, Curriculum Crafter, and Read Naturally.	Technology	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	No Funding Required	instructional staff, building principal, technology assistance
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Activity - Book Adventure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the Book Adventure program to assess student comprehension levels.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$5000	General Fund	instructional staff, principal

Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency for one year's growth in reading in English Language Arts by 06/22/2018 as measured by NWEA, DIBELS, and Rigby.

Strategy 1:

Differentiated Instruction - Teaching staff will differentiate instruction based on data from both formative and summative assessments. Working in teams, staff at RES will use collaborative inquiry to fully implement guided reading groups, Treasures Reading Program and MAISA Writing Genres, which are research based programs, to improve reading instruction. They will focus on differentiating instruction for a targeted group of students and provide clear expectations of the curriculum for all of our students.

Category: English/Language Arts

Research Cited: Daniels, H. & Harvey, S. (2009). *Comprehension & Collaboration: Inquiry Circles in Action*. NH: Heinemann.

Marzano, R., Pickering D., & Pollock, J.E. (2001). *Classroom Instruction That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). *The Art and Science of Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

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Activity - Young Owls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The young owls program (3 half days a week) will have a literacy focus that develops writing communication skills. Students are read to them from a variety of sources; adults use language and strategies which enhance children's language and critical thinking.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$12000	General Fund	Young Owl Teacher, Principal, Paraprofessional

Activity - Drop Everything and Read (DEAR) Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DEAR time of 15 - 30 minutes will be built into the daily schedule for every grade level. Students will be required to select reading material and read for this time each day.	Other	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	No Funding Required	instructional staff, building principal

Activity - Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular prescribed reading instruction based on individual student needs. The intervention teachers and para-professionals will use Read Naturally (2-6), Triumphs and Road to Reading - Intervention for Struggling Learners(K-3 and special needs students), LLI, and guided reading groups	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$200000	Title I Part A	staff, title 1 teachers, administration, para-professionals

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Plan and implement engaging parental involvement activities that promote reading fluency and comprehension skills, building awareness for families. Parent Read-At-Home-Plan for Student Success (K-3), including parent training.	Parent Involvement	Tier 1	Implement	08/28/2017	06/22/2018	\$15000	Title I Part A	Parent Liaison, administration, teachers
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Activity - Afterschool and Lunch Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school and lunch teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/22/2018	\$10000	Title I Part A	administration, all staff

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A four week academic summer school program for high-needs students with emphasis on ELA.	Academic Support Program	Tier 2	Implement	06/22/2018	08/24/2018	\$10000	Title I Part A	instructional summer school staff, building principal

Measurable Objective 3:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 demonstrate a proficiency increase of 10% in writing in English Language Arts by 06/13/2018 as measured by State and local assessments.

(shared) Strategy 1:

Writer's Workshop - Working in teams, staff at RES will use collaborative inquiry to learn the 6-Traits writing program, Writing Workshop, and research-based best practices to improve writing instruction in all areas of the curriculum. We will focus on differentiating instruction for our targeted group of economically disadvantaged students and provide clear expectations for all of our students. Staff will continue to collect and

analyze data with the expectation that the data will be used to devise result-driven strategies to allow ALL students at RES to be successful.

Category: English/Language Arts

Research Cited: Michigan Department of Education Best Practices Website

Calkins, L. (2005). Writing Workshop K-2. NH: Heinemann.

Calkins, L. (2006). Writing Workshop 3-5. NH: Heinemann.

Tier: Tier 1

Activity - Scored Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level staff will submit student writings two times per year to be scored. This information will be disseminated to the teachers and will impact student and teacher learning.	Monitor	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	No Funding Required	all teachers, building principal

Activity - Writing Workshop Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 staff will use the Treasures Writing program or MAISA Writing Program, which are programs based on the research-based Lucy Calkins Writing Workshop program with fidelity to improve student writing, paying special attention to the economically disadvantaged populations.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/22/2018	\$4000	General Fund	all staff, principal

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative meetings to focus on best practices for student success.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	No Funding Required	all staff, building principal

Measurable Objective 4:

100% of Economically Disadvantaged students will demonstrate a proficiency of grade level expectations in writing based on the grade level writing rubric in English Language Arts by 06/13/2018 as measured by common grade level writing assessments.

(shared) Strategy 1:

Writer's Workshop - Working in teams, staff at RES will use collaborative inquiry to learn the 6-Traits writing program, Writing Workshop, and research-based best practices to improve writing instruction in all areas of the curriculum. We will focus on differentiating instruction for our targeted group of economically disadvantaged students and provide clear expectations for all of our students. Staff will continue to collect and analyze data with the expectation that the data will be used to devise result-driven strategies to allow ALL students at RES to be successful.

Category: English/Language Arts

Research Cited: Michigan Department of Education Best Practices Website

Calkins, L. (2005). Writing Workshop K-2. NH: Heinemann.

Calkins, L. (2006). Writing Workshop 3-5. NH: Heinemann.

Tier: Tier 1

Activity - Scored Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level staff will submit student writings two times per year to be scored. This information will be disseminated to the teachers and will impact student and teacher learning.	Monitor	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	No Funding Required	all teachers, building principal

Activity - Writing Workshop Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-6 staff will use the Treasures Writing program or MAISA Writing Program, which are programs based on the research-based Lucy Calkins Writing Workshop program with fidelity to improve student writing, paying special attention to the economically disadvantaged populations.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/22/2018	\$4000	General Fund	all staff, principal
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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative meetings to focus on best practices for student success.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	No Funding Required	all staff, building principal

Goal 3: All students at Richardson Elementary School will meet or exceed grade level expectations in Science.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 demonstrate a proficiency increase of 16% in Science by 06/22/2018 as measured by NWEA, state and local assessments.

Strategy 1:

Increase Student Proficiency in Science Processes - Teachers will use inquiry-based learning strategies to increase student proficiency in science processes.

Category: Science

Research Cited: Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. & Pickering, D. (2005). Building Academy Vocabulary. Alexandria, VA: Association for Supervision and Curriculum Development.

Harvey, S. & Goudvis, A. (2007). Strategies That Work: Teaching Comprehension to Understanding. ME:

Stenhouse.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade level teams to enhance their professional learning of the scientific processes STEM training working collaboratively to plan activities which reinforce these processes with the students. The science department will work together to shift curriculum in accordance with Next Generation science standards.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	No Funding Required	all staff, principal

Activity - Hands on Scientific Investigations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide opportunities for hands-on scientific investigation and exploration. STEM opportunities will be provided to students,.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$500	General Fund	all staff, principal

Activity - Warm Ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use warm-ups which include Study Island items, including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/28/2017	06/22/2018	\$100	General Fund	all staff, principal, technology department

Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency of one year's growth in Science by 06/22/2018 as measured by NWEA, state and local assessments.

Strategy 1:

Science Comprehension - Teachers will use inquiry-based learning strategies to increase student proficiency in science processes.

Category: Science

Research Cited: Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. & Pickering, D. (2005). Building Academy Vocabulary. Alexandria, VA: Association for Supervision and Curriculum Development.

Harvey, S. & Goudvis, A. (2007). Strategies That Work: Teaching Comprehension to Understanding. ME: Stenhouse.

Tier: Tier 1

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/28/2017	06/22/2018	\$4000	Title II Part A	teaching staff, principal

Activity - Afterschool and Lunch Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Afterschool teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2		08/28/2017	06/22/2018	\$10000	Title I Part A	teachers, principal

Goal 4: All students at Richardson Elementary School will meet or exceed grade level expectations in Social Studies.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 demonstrate a proficiency increase of 18% in Social Studies by 06/22/2018 as measured by NWEA, state, and local assessments and MEAP.

Strategy 1:

Teaching Reading through Social Studies - Teaching staff will teach reading through social studies instruction. Staff will collaborate during professional development before the school day begins, do warm ups that involve reading and writing, make use of Study Island software, and use online books to improve fluency.

Category: Social Studies

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J.(2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of

Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend collaborative meetings to focus on best practices in cross curricular reading.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	No Funding Required	teachers, building principal

Activity - Warm Ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use warm-ups which include Study Island items including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	General Fund	teachers, principal

Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency in grade level expectations in Social Studies by 06/22/2018 as measured by State and local assessments.

Strategy 1:

Social Studies Comprehension - Teaching staff will teach reading through social studies instruction. Staff will collaborate during professional development before the school day begins, do warmups that involve reading and writing, make use of study island software and use online books to improve fluency.

Category: Social Studies

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J.(2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of

Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Tier: Tier 1

Activity - Online Textbook Version	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The textbooks used in 4th through 6th grade social studies are available on-line. Students and parents have access to the books which includes the following features to help all readers, particularly struggling readers: spotlight videos, current events and interactive timeline, multilingual glossary that is accessed by clicking on selected words, vocabulary e-Flashcards, and audio versions of the textbooks. (6th-Exploring Our World published by Glencoe, 5th- Timelinks: United States The Early Years, 4th- Timelinks Our Country and Its Regions published by MacMillan/McGraw-Hill.	Technology	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	No Funding Required	teachers, principal
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Activity - Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read Naturally is designed to improve reading fluency using computer software. This program includes repeated reading of text for developing oral reading fluency, and systematic monitoring of student progress by the students themselves and by teachers. Students work at a reading level appropriate for their achievement level and progress through the program at their own rate. The reading in this program is primarily informational text. Reading of informational text has proven problematic for our students, especially in the area of social studies. Identified students will work with the Read Naturally program a minimum of three times per week for a minimum of one half hour. The ratio of teachers to students will be approximately one to six.	Technology	Tier 2	Monitor	08/28/2017	06/22/2018	\$2400	Other	teachers, administrators, intervention teachers, content coach

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will be utilized within all social studies classes at Richardson Elementary. The program will allow teachers to track student progress in both reading and social studies as well as differentiate instruction. The program has built-in remediation that will help raise individual student achievement.	Technology	Tier 1	Monitor	08/28/2017	06/22/2018	\$3000	Other	teachers, principal

Activity - Afterschool and Lunch Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school and lunch time teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$10000	Title I Part A	teachers, principal

Goal 5: All students at Richardson Elementary School will have a positive attitude and behave appropriately at school.

Measurable Objective 1:

demonstrate a behavior of following school rules at all times by 06/22/2018 as measured by fewer than 10% of students earning repeat disciplinary referrals.

(shared) Strategy 1:

Positive Behavior Intervention Strategies - Staff will provide clear behavior expectations while meeting the needs of all students. Students will be rewarded for showing positive behavior in the school. Students will be shown positive behavior videos of staff modeling the expected behavior. Signs will be displayed throughout the building with proper behavior. Students will be rewarded for positive behavior by receiving owl bucks. Weekly, quarterly, and semester drawings will take place to reward prizes.

Category: School Culture

Research Cited: Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.

Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA:

Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to focus on student behavior improvement.	Professional Learning	Tier 1	Implement	08/28/2017	06/22/2018	\$0	No Funding Required	All staff and principal

Activity - Positive Reward System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and/or grade level teams will develop positive reward systems for the students. There is also a school wide PBS system where students can be awarded for positive behavior.	Behavioral Support Program, Other	Tier 2	Monitor	08/29/2016	06/23/2017	\$5000	General Fund	All staff and principal

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will utilize the PSLR and behavior team will meet to discuss a plan for our most at-risk students. Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/28/2017	06/22/2018	\$79000	Title II Part A, General Fund	All staff, principal, parents, students

Measurable Objective 2:

collaborate to get all students in our targeted subgroup of economically disadvantaged students to meet behavior expectations of the school district by 06/22/2018 as measured by attendance and discipline referrals.

(shared) Strategy 1:

Positive Behavior Intervention Strategies - Staff will provide clear behavior expectations while meeting the needs of all students. Students will be rewarded for showing positive behavior in the school. Students will be shown positive behavior videos of staff modeling the expected behavior. Signs will be displayed throughout the building with proper behavior. Students will be rewarded for positive behavior by receiving owl bucks. Weekly, quarterly, and semester drawings will take place to reward prizes.

Category: School Culture

Research Cited: Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.

Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to focus on student behavior improvement.	Professional Learning	Tier 1	Implement	08/28/2017	06/22/2018	\$0	No Funding Required	All staff and principal

Activity - Positive Reward System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and/or grade level teams will develop positive reward systems for the students. There is also a school wide PBS system where students can be awarded for positive behavior.	Behavioral Support Program, Other	Tier 2	Monitor	08/29/2016	06/23/2017	\$5000	General Fund	All staff and principal

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and students will utilize the PSLR and behavior team will meet to discuss a plan for our most at-risk students. Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/28/2017	06/22/2018	\$79000	General Fund, Title II Part A	All staff, principal, parents, students
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1/At-Risk Math Instruction	Classroom teachers will identify eligible students for math re-teaching to improve upon the basic fundamentals of mathematics.	Academic Support Program	Tier 2	Implement	08/28/2017	06/22/2018	\$80000	staff, title 1 teacher, administration
Afterschool and Lunch Workshop	After school and lunch time teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$10000	teachers, principal
Afterschool and Lunch Workshop	After school teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/22/2018	\$10000	administration, all staff
Afterschool and Lunch Workshop	After school and lunch teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/22/2018	\$10000	administration, all staff
Afterschool and Lunch Workshop	Afterschool teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2		08/28/2017	06/22/2018	\$10000	teachers, principal
Summer School	A four week academic summer school program for high-needs students with emphasis on ELA.	Academic Support Program	Tier 2	Implement	06/22/2018	08/24/2018	\$10000	instructional summer school staff, building principal
Intervention Teachers	Regular prescribed reading instruction based on individual student needs. The intervention teachers and para-professionals will use Read Naturally (2-6), Triumphs and Road to Reading - Intervention for Struggling Learners(K-3 and special needs students), LLI, and guided reading groups	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$200000	staff, title 1 teachers, administration, para-professionals
Summer School	Support Program for students to get them caught up and/or prepare them for the next school year.	Academic Support Program	Tier 2	Monitor	06/18/2018	08/24/2018	\$0	Teachers

In-School Support	All identified students may have access to academic math support from a mathematics support person to help improve math scores.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$80000	building administration, math support person, teaching staff
Parental Involvement	Plan and implement engaging parental involvement activities that promote reading fluency and comprehension skills, building awareness for families. Parent Read-At-Home-Plan for Student Success (K-3), including parent training.	Parent Involvement	Tier 1	Implement	08/28/2017	06/22/2018	\$15000	Parent Liaison, administration, teachers
Parent Involvement	Parents will be invited to participate in their child's education experience. We will have a activity where the parents will learn to play current math games that their student plays in class. These are games from the Everyday Math curriculum. Parents and students will also get to take a copy of these games/materials home with them at the end of the event.	Parent Involvement	Tier 1	Implement	08/28/2017	06/22/2018	\$2000	Principal and Title Director.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	Provide an instructional coach who is responsible for modeling, coaching, providing feedback and supporting teachers with data-driven instruction, best practices, lesson planning and curriculum implementation.	Professional Learning	Tier 1	Implement	08/28/2017	06/22/2018	\$44000	Building administration, content coach, teaching staff
Study Island	Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$4000	teaching staff, building principals
Study Island	Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/28/2017	06/22/2018	\$4000	teaching staff, principal

Instructional Coach	The position of content coach is an attempt to improve teaching and learning in math and language arts K-12 in Oscoda Area Schools. Work with the coach will be sustained, intensive, and classroom focused. The coach will work with administrators, teachers, and support staff in the following areas: implementation of the Common Core State Standards (CCSS), data driven instruction, classroom management, effective instructional strategies, mentoring new teachers, integration of technology, intervention and parental involvement.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$44000	Building administration, content coach, teaching staff
Intervention	Teachers and students will utilize the PSLR and behavior team will meet to discuss a plan for our most at-risk students. Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/28/2017	06/22/2018	\$4000	All staff, principal, parents, students
All teachers will differentiate instruction.	Teachers will implement differentiated math instruction for all students.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$10000	all staff members

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Warm Ups	Staff will use warm-ups which include Study Island items including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	teachers, principal
Professional Learning Communities	Provide professional development through IEE coaching for school staff in Read Naturally, Dibels testing, LLI, and guided reading; McGraw Hill training for English Language Arts staff.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$1000	All staff, principals
NWEA Testing	Students will take math assessments three times a year, paying particular attention to the special education subgroup. They will use the results to alter individual student's plans.	Evaluation	Tier 1	Monitor	08/28/2017	06/22/2018	\$10000	All staff, principal

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Hands on Scientific Investigations	Staff will provide opportunities for hands-on scientific investigation and exploration. STEM opportunities will be provided to students,.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$500	all staff, principal
Young Owls	The young owls program (3 half days a week) will have a literacy focus that develops writing communication skills. Students are read to them from a variety of sources; adults use language and strategies which enhance children's language and critical thinking.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$12000	Young Owl Teacher, Principal, Paraprofessional
Warm Ups	Staff will use warm-ups which include Study Island items, including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/28/2017	06/22/2018	\$100	all staff, principal, technology department
Intervention	Teachers and students will utilize the PSLR and behavior team will meet to discuss a plan for our most at-risk students. Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/28/2017	06/22/2018	\$75000	All staff, principal, parents, students
Positive Reward System	Classroom and/or grade level teams will develop positive reward systems for the students. There is also a school wide PBS system where students can be awarded for positive behavior.	Behavioral Support Program, Other	Tier 2	Monitor	08/29/2016	06/23/2017	\$5000	All staff and principal
Book Adventure	Use the Book Adventure program to assess student comprehension levels.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/22/2018	\$5000	instructional staff, principal
Reading Assessments	Students will take reading assessments three times this year, paying particular attention to the economically disadvantaged subgroup.	Monitor	Tier 1	Monitor	08/28/2017	06/22/2018	\$12000	all staff, principals
Professional Learning Communities	Collaborative meetings to focus on best practices for student success (Afterschool PLC's)	Professional Learning	Tier 1	Monitor	08/28/2017	06/13/2018	\$1000	All staff, principals
Writing Workshop Program	K-6 staff will use the Treasures Writing program or MAISA Writing Program, which are programs based on the research-based Lucy Calkins Writing Workshop program with fidelity to improve student writing, paying special attention to the economically disadvantaged populations.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/22/2018	\$4000	all staff, principal

No Funding Required

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Teachers will attend collaborative meetings to focus on best practices in cross curricular reading.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	teachers, building principal
Drop Everything and Read (DEAR) Time	DEAR time of 15 - 30 minutes will be built into the daily schedule for every grade level. Students will be required to select reading material and read for this time each day.	Other	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	instructional staff, building principal
Instructional Strategies	With the help of the content coach and building administrators, teachers will receive professional development on Marzano's nine high-yield instructional strategies and the research that supports it. Marzano, R., Pickering, D., & Pollock, J.E (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	Teaching staff, Building administrators and Content coach
Web-Based Programs	Use web-based programs such as Starfall, Basic Skills, Kidspiration, Study Island, ABC Mouse, News ELA, Curriculum Crafter, and Read Naturally.	Technology	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	instructional staff, building principal, technology assistance
Professional Learning Communities	Collaborative meetings to focus on best practices for student success.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	all staff, building principal
Professional Learning Communities	Teachers will work in grade level teams to enhance their professional learning of the scientific processes STEM training working collaboratively to plan activities which reinforce these processes with the students. The science department will work together to shift curriculum in accordance with Next Generation science standards.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	all staff, principal
Professional Learning Communities	Teachers will meet weekly to focus on student behavior improvement.	Professional Learning	Tier 1	Implement	08/28/2017	06/22/2018	\$0	All staff and principal

Online Textbook Version	The textbooks used in 4th through 6th grade social studies are available on-line. Students and parents have access to the books which includes the following features to help all readers, particularly struggling readers: spotlight videos, current events and interactive timeline, multilingual glossary that is accessed by clicking on selected words, vocabulary e-Flashcards, and audio versions of the textbooks. (6th-Exploring Our World published by Glencoe, 5th- Timelinks: United States The Early Years, 4th- Timelinks Our Country and Its Regions published by MacMillan/McGraw-Hill.	Technology	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	teachers, principal
Scored Student Writing Samples	Grade level staff will submit student writings two times per year to be scored. This information will be disseminated to the teachers and will impact student and teacher learning.	Monitor	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	all teachers, building principal

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Study Island will be utilized within all social studies classes at Richardson Elementary. The program will allow teachers to track student progress in both reading and social studies as well as differentiate instruction. The program has built-in remediation that will help raise individual student achievement.	Technology	Tier 1	Monitor	08/28/2017	06/22/2018	\$3000	teachers, principal

<p>Read Naturally</p>	<p>Read Naturally is designed to improve reading fluency using computer software. This program includes repeated reading of text for developing oral reading fluency, and systematic monitoring of student progress by the students themselves and by teachers. Students work at a reading level appropriate for their achievement level and progress through the program at their own rate. The reading in this program is primarily informational text. Reading of informational text has proven problematic for our students, especially in the area of social studies. Identified students will work with the Read Naturally program a minimum of three times per week for a minimum of one half hour. The ratio of teachers to students will be approximately one to six.</p>	<p>Technology</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/28/2017</p>	<p>06/22/2018</p>	<p>\$2400</p>	<p>teachers, administrators, intervention teachers, content coach</p>
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