



Single Building District Improvement Plan

Atlanta Community Schools

Atlanta Community Schools

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Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	We will use ASSIST for our goals and plans for the 2019/2020 SY.	

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Many different stakeholders are encouraged to take part in the development of the district's school improvement plan. Meetings are scheduled at varied times to accommodate schedules and communicated via email and Facebook notices.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Staff, parents, and administration take part in the development of the school improvement plan through data analysis and surveys.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The plan is presented to the staff, board of education and administration annually. Updates are given at staff meetings and at board meetings.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

This is a corroborative process facilitated through the ESD. The leadership team meets for data analysis for elementary and secondary levels on a bi-monthly basis.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Areas of focus:

1. Classroom Management
2. Student Engagement
3. Math 3rd-11th grades
4. SEL Program
5. Small Group Instruction K-5
6. Data Reviews with staff

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The districts goals are directly related to the needs assessment process. Sources used for data analysis are: PSAT/SAT, NWEA, course completion data from SIS, behavior and attendance data from the SIS, parent/staff/student perception surveys, district strategic plan

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

We have a very high at-risk population and that come from a low SES. All of our goals are targeted to meet the needs of all students. We are a title one single building district.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

We will continue with a MTSS school-wide to support all learners. Teachers are trained in research-based instructional strategies in order to deliver strong instruction at all tiers. Universal screeners are used at tier 1 then those testing below the 40th percentile are further screened for tier 2 interventions.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Supporting strong tier I instruction through continued PD will increase the quality of instruction for all students. Supporting positive behavior through the PBIS will also provide better learning environments.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

We have a SWPBIS, K-8 Title I Math Teacher, new K-12 Math and K-11 ELA Curriculum supported through ESD provided PD, K-12 Math Teacher PD on Implementing the Standards of Math Practice (SMP), K-3 RTI Reading Program, School Success Program, Part-time Data Analysis/Tech Support Staff.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

K-8 Title I Math Teacher, K-3 RTI Reading Specialist, 4-8 Title I Reading Teacher, School Success Program, SWPBIS.

5. Describe how the school determines if these needs of students are being met.

Progress monitor students using Dibels, Delta Math, behavior and attendance tracking. Data is reviewed by a team 3-4 times yearly.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

One teacher left. $1/15=7\%$

2. What is the experience level of key teaching and learning personnel?

10/15 are tenured

7/15 have taught more than 10 years

5/15 have taught 5-10 years

3/15 have taught less than 5 years

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Teacher salaries are competitive and classroom sizes are small <25

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Same as school

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff will receive content area professional development as well as continued support and training on dealing with behavior issues in the classroom. The staff is encouraged to attend the technology conference offered to reinforce the use of technology in the classroom. The district will purchase an SEL program and train staff for implementation. The district will also contract with a private math consultant to support teachers 3-11 on engaging students and instructional strategies.

2. Describe how this professional learning is "sustained and ongoing."

PD is aligned with the SIP and is provided by our ESD with the use of Title II funds.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2019/2020 District PD/Instructional Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents will be invited to become members of the school improvement team. They are encouraged to complete perception surveys which provide valuable data for the school-wide plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents will be invited to become active members of the school improvement team, reviewing data and evaluating programs.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents will be encouraged to join committees that review the plan and the perception surveys which are completed annually by parents, students, and staff.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Title I Parent Involvement Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

The district has a School-Parent Compact which is shared annually with all stakeholders, holds Title I events such as March is Reading Month Family Literacy Night, and regularly communicates with parents regarding Title I programs. Schoolwide parent-teacher conferences are held twice a year, there are ample opportunities for parents to volunteer with programs which support the students, and the elementary has a K-3 RTI program in place to support reading. In addition, the district employs six (6) paraprofessionals and one (1) Title I math teacher and a Title I reading teacher.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The school improvement team will review parent-teacher conference attendance, perception surveys, parent participation in special events and on committees which support the school, volunteerism, and the number of progress reports and Friday folders which are signed and returned as requested.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The school improvement team will analyze the results to evaluate the effectiveness of current programs and develop new programs which best meet the needs of our students and school community

8. Describe how the school-parent compact is developed.

The compact was developed with parents, students, and staff through meetings and surveys with all stakeholders.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The compact will be reviewed at parent-teacher conferences and parents will be given ways to support their children's learning at home.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The School-Parent Compact is included in the student handbook, and students and parents are required to sign and return a document stating that they have received and read the compact

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		School/Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Student assessment results are provided to parents at parent-teacher conferences with explanations of how the data will be used to best meet the individual needs of their child(ren). Parents are also given the opportunity to ask questions concerning the results during this time.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The GSRP is located in our elementary building. Teacher collaborate regularly throughout the school year regarding student needs.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

This is done through our ESD. Parenting classes are offered through NEMSCA.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Data reviews are conducted three times a year. Teachers collaborate with each other and content area specialist from our ESD to use the data to drive instruction and curriculum needs.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers are involved in data reviews that are lead by content area specialist through our ESD.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

All students are assessed using a universal screener, NWEA. Students that do not meet the standards or are below the 40th percentile, are further screened using the districts intensive assessment, interventions are developed to meet the needs of all students in tier 2 and 3.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Data reviews are held three times a year. Title I paraprofessionals are used in the elementary classrooms to further support instruction in small groups and individually with targeted students. Identified students are also recommended for the after school program. The title I reading and math teachers also group tier 2 students for interventions 3 to 4 times weekly. A skills based intervention block is built into both the elementary and secondary schools. Student's are placed in groups based on assessment data and monitored every three weeks.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers are trained in differentiated instruction at a tier 1 and 2 levels. This is further supported with support from our paraprofessionals and title I teaching staff.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Title I math and reading, paraprofessionals, Howl (Academic Support hour 6-12), after school program, summer school, all day everyday Kindergarten, Differentiated Reading Intervention Program (K-5), K-3 RTI specialist, on staff teacher consultant, and PD provided by HQ trainers.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Title money is used for PD with content area specialist, training in research-based instructional strategies (explicit instruction), employ HQ teachers and paraprofessionals, provide early release time for teacher training and collaboration, promote leadership opportunities for teachers, small class sizes, competitive salaries, communicate student progress with parents in their native languages, parent teacher conferences, after school program, summer school program, and school success program.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school as an anti-bullying policy. We follow all the federal guide lines for our food program. We have a GSRP located inside our elementary building. Vocational and dual enrollment opportunities are provided to high school students.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school uses data collected to monitor program effectiveness as well as using the MDE Evaluation Tool and through MTSS data reviews.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The school provides staff time to analyze data from several sources to determine academic achievement and program success.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Data from several sources are analyzed to determine the progress of students targeted as most at risk.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The school improvement team monitors data and makes adjustments to programs as the needs arise.

2019/2020 Atlanta Community Schools SBDIP

Overview

Plan Name

2019/2020 Atlanta Community Schools SBDIP

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 Atlanta Community Schools will be proficient in Reading/Writing (2019/2020)	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$160544
2	All students at Atlanta Community Schools will be proficient in Mathematics and Technology (2019/2020)	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$67267

Goal 1: All students at Atlanta Community Schools will be proficient in Reading/Writing (2019/2020)

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2022 as measured by designated state and local assessments.

Strategy 1:

Multi-Tiered System of Reading Support - Staff will implement a multi-tiered system of support (MTSS) in reading to provide high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions.

Category:

Research Cited: Batsche, Bender, Marzano, NIRN

Tier:

Activity - HQ Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ Paraprofessionals will be used in the classrooms to reinforce instruction through individual or small group activities designed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$48412	Title I Part A	Classroom Teachers, Principal
Activity - All Day Every Day Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend all day, every day Kindergarten in order to provide additional reading instruction so that students are prepared to meet the district's proficiency targets.	Academic Support Program, Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$42194	Title I Part A	Kindergarten Teacher, Principal
Activity - CPI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development to teachers, administration, and support staff on how to maintain the safety, security, care, and welfare for those involved in a crisis. Staff learn PBIS-aligned strategies that help prevent or lessen the intensity of a crisis, understand the appropriate staff reactions to student behavior at each level of crisis, including de-escalation techniques, limit setting, and physical intervention.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$360	Title II Part A	All staff, Principal

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Activity - Evidence-Based Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development to all teaching staff to build understanding of key components of effective practices for classroom management. Staff will work collaboratively to build understanding and fluency with strategies.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$2000	Title II Part A	All staff, AMAESD trainer, Principal
Activity - Pearson ELA Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build assessment literacy with 6-12 ELA teachers. Collaborate with colleagues on building common assessments focused on power standards that are tested with PSAT/SAT.	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$880	Title II Part A	6-12 ELA Teachers, Principal
Activity - IXL Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL Learning is a web-based learning platform that is aligned to the CCSS. It provides personalized learning for all students. The diagnostics provides teachers with data on what students know and what they need to learn and develops action plans for each student so that they can continue to develop their abilities.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$8440	Title I Part A	K-8 teachers, Principal
Activity - Schoolwide Data Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times per year, qualified instructors from the AMA ESD will provide free professional development for school leadership teams on how to analyze school-wide behavior, reading, and mathematics trends to make decisions that will improve MTSS systems.	Professional Learning, Academic Support Program	Tier 1		07/01/2019	06/30/2020	\$1980	Title II Part A	K-12 Math and ELA teachers, Principal, AMAESD Content Specialist
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development on research based practices in small group instruction in ELA. Instruction will be focus on all elements of reading and writing foundational skills.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$660	Title II Part A	K-5 teachers, AMA ESD staff, Principal

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Activity - First Strokes Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Tier 1 teachers will provide explicit instruction in handwriting. Professional development support will be provided by AMA ESD instructor.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$260	Title II Part A	K-5 staff, AMA ESD Instructors, Principal
Activity - Tier 1 Technical Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development for the school leadership team regarding continued Tier 1 support. Further support will occur three times per year during regularly scheduled monthly MTSS team meetings for Tier 1/MTSS building level team focused on technical assistance to sustain current Tier 1 structures and continue to solidify practices.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	Leadership Team, Principal, AMA ESD staff
Activity - Social Emotional Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase, train staff and implement an SEL to support need identified through CNA for supporting students in crisis. This will be a K-8 program called Caring School Community, Qualified AMA ESD staff or trainer from program will provide PD to staff. provided	Professional Learning, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$4000	Other	K-8 staff, qualified trainer, principal
Activity - Reading Now Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMA ESD qualified trainers will provide training to K-5 teachers on the Essential Practices of Early and Elementary Practices. The training will include an overview of all practices with a focus on essentials 3 (small group instruction) and 9 (assessment).	Professional Learning, Academic Support Program	Tier 1		07/01/2019	06/30/2020	\$330	Title II Part A	K-5 teachers AMA ESD staff Principal
Activity - Early Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified Literacy Coach to provide support to K-2 teachers in research based strategies for teaching reading. Coach will use the K-3 Essentials to guide the work being done.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$3750	Title IV Part A	Literacy Coach K-2 staff Principal

Strategy 2:

Tier 2 support in Reading/Writing - To create College and Career Ready students, educators will integrate best practices in tier 2 reading to target high quality

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instruction for groups of students who have been identified as requiring tier 2 supports. Essential components of an MTSS model include: assessment, data-based decision making, evidence-based intervention and instructional strategies.

Category: Career and College Ready

Tier: Tier 2

Activity - Title I Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Teacher will work with identified K-8th students in both pull-out and push-in models for reading/math interventions in collaboration with classroom teachers. Salary reflects 3.5/7 of teacher's base salary the other 3.5/7 will be spent in special education.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$31480	Title I Part A	Title I teacher, principal
Activity - Data-Instructional Technology Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will employ a coach to assist teachers in increasing their integration of technology into instruction in order support all students in a MTSS and to analyze data to make data driven instructional decisions in order to support all students.	Professional Learning, Technology, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$5930	Title II Part A	Administration Technology Coach K-12 Teaching Staff
Activity - Differentiated Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development and support on research-based practices to support Tier 2 for K-12 teachers.	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$660	Title II Part A	K-12 ELA Teachers AMAESD ELA Consultant Principal
Activity - Dibels Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I, RTI specialists, and classroom teachers will screen identified Tier 2-3 students K-6 using DIBELS to guide intervention instruction. Prescribed assessment protocol will be followed.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$330	General Fund	Title 1 Teacher Special Education Teacher RTI Specialist

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Activity - Title I Lead Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Lead Teacher will perform the following duties outside of contracted time: direct the activities and caseloads of the title I staff as well as maintain required title I documentation, communicate with general education teachers and parents the progress of and provision of supplementary services to identified students and oversee title I budget. This work will be conducted outside of school hours approximately one (1) hour daily @ \$32.29 per hour.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$8878	Title I Part A	Title I Lead Teacher, Principal

Goal 2: All students at Atlanta Community Schools will be proficient in Mathematics and Technology (2019/2020)

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in grades 3-11 in Mathematics by 06/30/2022 as measured by the state-assigned assessments.

Strategy 1:

Tier I supports in mathematics and technology - To create College and Career Ready students, educators will integrate best practices in tier 1 mathematics to provide high-quality, engaging instruction to meet the needs of all students. Essential components of an MTSS model include: assessment, data-based decision making, research-based core curriculum, and evidence-based instructional strategies.

Category: Career and College Ready

Research Cited: 1. Ainsworth & Christinson, Balancing Mathematics Instruction, 2012: Balancing Mathematics Instruction provides an effective strategy for schools to change math instruction in implementation of the Common Core State Standards. These practices emphasize a student-centered classroom environment that promotes four instructional areas to “balance” out textbook- and standards-driven teaching: computational strength, number sense, problem solving, and conceptual understanding.

2. Batsche, Marzano, National Implementation Research Network (NIRN), 2005: The NIRN speaks to two specific topics under this strategy: Response to Intervention [Rtl] and fidelity of implementation of a core series. Rtl is the practice of making educational decisions about student interventions based on data and research-based instructional strategies.

3. Bender, Beyond the Rtl Pyramid, 2009: Bender’s book gives specific, research-based recommendations for planning for and implementing Rtl in schools.

4. Marzano, et al, The Art and Science of Teaching, 2001: Marzano’s research-based teaching strategies emphasize using data to drive instructional decisions.

5. IES Practice Guide Assisting Students Struggling with Math: Response to Intervention for Elementary and Middle Schools ies.ed.gov, 2009 : This IES Practice Guide contains a meta-analysis of the research to support seven recommendations for Rtl in the elementary and middle school classroom.

6. Hattie, Visible Learning for Teachers, 2012: Hattie’s meta-analysis lists instructional influences by effect size on student achievement; it lists Rtl with an effect size of 1.07.

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7. Marzano, et al, The Highly Engaged Classroom, 2010: In this book, Marzano provides an in-depth understanding of how to generate high levels of attention and engagement as a result of careful planning and execution of specific strategies.

Tier: Tier 1

Activity - HQ Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ Paraprofessionals will be used in the classrooms to reinforce instruction through individual or small group activities designed by the classroom teachers.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$48412	Title I Part A	Paraprofessionals Teachers Title I teacher Principal

Activity - Reviewing Tier 1 Assessment Practices in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD or qualified math consultant will provide professional development on research informed practices in assessment in tier 1. This includes auditing current common assessments and revising assessments as needed. Assessments revised will be entered into Illuminate to allow for the option of online test taking.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$330	Title II Part A	K-12 math teachers AMA ESD Staff Math Consultant Principal

Activity - Supporting Speed of Multiplication and Division Fluency in Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors will provide professional development, at no cost for teachers, on the Path to Fluency aspect of the Math Expressions text.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$330	Title II Part A	3rd grade teacher Math Consultant Principal

Activity - Classroom-Based Math Elementary Interventions Ac	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors will provide professional development, at no cost for teachers, on how to implement classroom-based Tier 2 Math Interventions with fidelity. Students will be responsible for tracking individual growth. Track accountability through fidelity checklists IES Practice Guide Recommendations. One-two classroom teacher leaders per elementary building will support implementation in their buildings, led by qualified instructions from the AMA ESD.	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$330	Title II Part A	K-5 math teachers Title 1 teachers Math Consultant Principal

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Activity - Google Education Training Level 1 and Level 2 Certification Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified Educators from LEA's within AMA are utilizing Google Apps for Education across multiple grade levels. This training would offer the opportunity for local educators to enhance their efficiency and knowledge with Google Apps for Education. This interactive training will example direct use of Google Apps for Education in K-12 classrooms.	Professional Learning, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$330	Title II Part A	K-12 teachers AMA ESD Data Coach Principal
Activity - Maker Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified Educators from LEA's within AMA who want to incorporate tools to enhance experiences within their curriculum to support student creativity and collaboration in their classrooms.	Professional Learning, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$330	Title II Part A	K-12 teachers AMA ESD Data Coach Principal
Activity - Data/Instructional Technology Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data/Instructional Technology Coach will provide professional development to promote and improve student achievement through quality technology infused and data driven instruction aligned to the strategies outlined in the DIP.	Technology , Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$5930	Title II Part A	Instructional Coach Principal AMAESD Content area specialist
Activity - Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide chromebooks for use in the classroom to enhance curriculum and provide students with the tools needed to meet the technology needs of the curriculum.	Technology , Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$6000	Title IV Part A	IT staff principal
Activity - New Teacher Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development on Tier 1 instruction for teachers who are new to the district.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$500	General Fund	New teaching staff AMA ESD staff Principal

Strategy 2:

Tier 2 supports in mathematics - To create College and Career Ready students, educators will integrate best practices in tier 2 mathematics to target high quality instruction for groups of students who have been identified as requiring tier 2 supports. Essential components of an MTSS model include: assessment, data-based decision making, evidence-based intervention and instructional strategies.

Category: Career and College Ready

Research Cited: 1. Ainsworth & Christinson, *Balancing Mathematics Instruction*, 2012: Balancing Mathematics Instruction provides an effective strategy for schools to change math instruction in implementation of the Common Core State Standards. These practices emphasize a student-centered classroom environment that promotes four instructional areas to “balance” out textbook- and standards-driven teaching: computational strength, number sense, problem solving, and conceptual understanding.

2. Batsche, Marzano, National Implementation Research Network (NIRN), 2005: The NIRN speaks to two specific topics under this strategy: Response to Intervention [RtI] and fidelity of implementation of a core series. RtI is the practice of making educational decisions about student interventions based on data and research-based instructional strategies.

3. Bender, *Beyond the RtI Pyramid*, 2009: Bender’s book gives specific, research-based recommendations for planning for and implementing RtI in schools.

4. Marzano, et al, *The Art and Science of Teaching*, 2001: Marzano’s research-based teaching strategies emphasize using data to drive instructional decisions.

5. IES Practice Guide *Assisting Students Struggling with Math: Response to Intervention for Elementary and Middle Schools* ies.ed.gov, 2009 : This IES Practice Guide contains a meta-analysis of the research to support seven recommendations for RtI in the elementary and middle school classroom.

6. Hattie, *Visible Learning for Teachers*, 2012: Hattie’s meta-analysis lists instructional influences by effect size on student achievement; it lists RtI with an effect size of 1.07.

7. Marzano, et al, *The Highly Engaged Classroom*, 2010: In this book, Marzano provides an in-depth understanding of how to generate high levels of attention and engagement as a result of careful planning and execution of specific strategies.

8. NCTM Research Brief, “Effective Strategies for Teaching Students with Difficulties in Mathematics”, 2007: The use of systematic and explicit instruction has an effect size of 1.19, which is a large effect for students with difficulties in mathematics.

Tier: Tier 2

Activity - Delta Math Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will screen students using the Delta Math screener in order to guide instruction and intervention. Data is used and evidence collected by the general education teacher to: inform instruction, facilitate flexible groups, align resources, facilitate student-led progress monitoring, and document and communicate student growth.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$600	General Fund	K-8 teachers Title I teacher Principal Math Consultant

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Activity - Math Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified math consultant to provide external coaching for 4-8 grade math teachers, provide PD for research based instructional strategies, student engagement and formative assessment support.	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$4175	Title II Part A	4th-8th grade math teachers Math Consultant Principal
Activity - Daily 5 Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers to provide tier 2 interventions in class based on data from math screener, Delta math. Interventions are to focus on readiness standards identified and assessed.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	K-5 teachers Title I teacher Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 1 Technical Support	Qualified instructors from the AMA ESD will provide professional development for the school leadership team regarding continued Tier 1 support. Further support will occur three times per year during regularly scheduled monthly MTSS team meetings for Tier 1/MTSS building level team focused on technical assistance to sustain current Tier 1 structures and continue to solidify practices.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Leadership Team, Principal, AMA ESD staff
Delta Math Screener	Classroom teachers will screen students using the Delta Math screener in order to guide instruction and intervention. Data is used and evidence collected by the general education teacher to: inform instruction, facilitate flexible groups, align resources, facilitate student-led progress monitoring, and document and communicate student growth.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$600	K-8 teachers Title I teacher Principal Math Consultant
New Teacher Academy	Qualified instructors from the AMA ESD will provide professional development on Tier 1 instruction for teachers who are new to the district.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$500	New teaching staff AMA ESD staff Principal
Dibels Screening	Title I, RTI specialists, and classroom teachers will screen identified Tier 2-3 students K-6 using DIBELS to guide intervention instruction. Prescribed assessment protocol will be followed.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$330	Title 1 Teacher Special Education Teacher RTI Specialist

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Social Emotional Learning Program	Purchase, train staff and implement an SEL to support need identified through CNA for supporting students in crisis. This will be a K-8 program called Caring School Community, Qualified AMA ESD staff or trainer from program will provide PD to staff. provided	Professional Learning, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$4000	K-8 staff, qualified trainer, principal
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
HQ Paraprofessionals	HQ Paraprofessionals will be used in the classrooms to reinforce instruction through individual or small group activities designed by the classroom teachers.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$48412	Paraprofessionals Teachers Title I teacher Principal
All Day Every Day Kindergarten	Students will attend all day, every day Kindergarten in order to provide additional reading instruction so that students are prepared to meet the district's proficiency targets.	Academic Support Program, Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$42194	Kindergarten Teacher, Principal
Title I Lead Teacher	Title I Lead Teacher will perform the following duties outside of contracted time: direct the activities and caseloads of the title I staff as well as maintain required title I documentation, communicate with general education teachers and parents the progress of and provision of supplementary services to identified students and oversee title I budget. This work will be conducted outside of school hours approximately one (1) hour daily @ \$32.29 per hour.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$8878	Title I Lead Teacher, Principal
HQ Paraprofessionals	HQ Paraprofessionals will be used in the classrooms to reinforce instruction through individual or small group activities designed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$48412	Classroom Teachers, Principal
Title I Teacher	Title I Teacher will work with identified K-8th students in both pull-out and push-in models for reading/math interventions in collaboration with classroom teachers. Salary reflects 3.5/7 of teacher's base salary the other 3.5/7 will be spent in special education.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$31480	Title I teacher, principal

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IXL Learning	IXL Learning is a web-based learning platform that is aligned to the CCSS. It provides personalized learning for all students. The diagnostics provides teachers with data on what students know and what they need to learn and develops action plans for each student so that they can continue to develop their abilities.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$8440	K-8 teachers, Principal
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Schoolwide Data Reviews	Three times per year, qualified instructors from the AMA ESD will provide free professional development for school leadership teams on how to analyze school-wide behavior, reading, and mathematics trends to make decisions that will improve MTSS systems.	Professional Learning, Academic Support Program	Tier 1		07/01/2019	06/30/2020	\$1980	K-12 Math and ELA teachers, Principal, AMAESD Content Specialist
Reading Now Network	AMA ESD qualified trainers will provide training to K-5 teachers on the Essential Practices of Early and Elementary Practices. The training will include an overview of all practices with a focus on essentials 3 (small group instruction) and 9 (assessment).	Professional Learning, Academic Support Program	Tier 1		07/01/2019	06/30/2020	\$330	K-5 teachers AMA ESD staff Principal
Maker Training	Qualified Educators from LEA's within AMA who want to incorporate tools to enhance experiences within their curriculum to support student creativity and collaboration in their classrooms.	Professional Learning, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$330	K-12 teachers AMA ESD Data Coach Principal
Differentiated Reading Interventions	Qualified instructors from the AMA ESD will provide professional development and support on research-based practices to support Tier 2 for K-12 teachers.	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$660	K-12 ELA Teachers AMAESD ELA Consultant Principal
Small Group Instruction	Qualified instructors from the AMA ESD will provide professional development on research based practices in small group instruction in ELA. Instruction will be focus on all elements of reading and writing foundational skills.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$660	K-5 teachers, AMA ESD staff, Principal

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Reviewing Tier 1 Assessment Practices in Mathematics	Qualified instructors from the AMA ESD or qualified math consultant will provide professional development on research informed practices in assessment in tier 1. This includes auditing current common assessments and revising assessments as needed. Assessments revised will be entered into Illuminate to allow for the option of online test taking.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$330	K-12 math teachers AMA ESD Staff Math Consultant Principal
Supporting Speed of Multiplication and Division Fluency in Tier 1	Qualified instructors will provide professional development, at no cost for teachers, on the Path to Fluency aspect of the Math Expressions text.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$330	3rd grade teacher Math Consultant Principal
Pearson ELA Curriculum	Build assessment literacy with 6-12 ELA teachers. Collaborate with colleagues on building common assessments focused on power standards that are tested with PSAT/SAT.	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$880	6-12 ELA Teachers, Principal
Classroom-Based Math Elementary Interventions Ac	Qualified instructors will provide professional development, at no cost for teachers, on how to implement classroom-based Tier 2 Math Interventions with fidelity. Students will be responsible for tracking individual growth. Track accountability through fidelity checklists IES Practice Guide Recommendations. One-two classroom teacher leaders per elementary building will support implementation in their buildings, led by qualified instructors from the AMA ESD.	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$330	K-5 math teachers Title 1 teachers Math Consultant Principal
First Strokes Writing Program	All Tier 1 teachers will provide explicit instruction in handwriting. Professional development support will be provided by AMA ESD instructor.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$260	K-5 staff, AMA ESD Instructors, Principal
Google Education Training Level 1 and Level 2 Certification Support	Qualified Educators from LEA's within AMA are utilizing Google Apps for Education across multiple grade levels. This training would offer the opportunity for local educators to enhance their efficiency and knowledge with Google Apps for Education. This interactive training will example direct use of Google Apps for Education in K-12 classrooms.	Professional Learning, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$330	K-12 teachers AMA ESD Data Coach Principal
Evidence-Based Classroom Management	Qualified instructors from the AMA ESD will provide professional development to all teaching staff to build understanding of key components of effective practices for classroom management. Staff will work collaboratively to build understanding and fluency with strategies.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$2000	All staff, AMAESD trainer, Principal

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Data/Instructional Technology Instructional Coach	Data/Instructional Technology Coach will provide professional development to promote and improve student achievement through quality technology infused and data driven instruction aligned to the strategies outlined in the DIP.	Technology , Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$5930	Instructional Coach Principal AMAESD Content area specialist
Data-Instructional Technology Coach	The school will employ a coach to assist teachers in increasing their integration of technology into instruction in order support all students in a MTSS and to analyze data to make data driven instructional decisions in order to support all students.	Professional Learning, Technology , Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$5930	Administration Technology Coach K-12 Teaching Staff
CPI Training	Qualified instructors from the AMA ESD will provide professional development to teachers, administration, and support staff on how to maintain the safety, security, care, and welfare for those involved in a crisis. Staff learn PBIS-aligned strategies that help prevent or lessen the intensity of a crisis, understand the appropriate staff reactions to student behavior at each level of crisis, including de-escalation techniques, limit setting, and physical intervention.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$360	All staff, Principal
Math Consultant	Qualified math consultant to provide external coaching for 4-8 grade math teachers, provide PD for research based instructional strategies, student engagement and formative assessment support.	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$4175	4th-8th grade math teachers Math Consultant Principal

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Chromebooks	Provide chromebooks for use in the classroom to enhance curriculum and provide students with the tools needed to meet the technology needs of the curriculum.	Technology , Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$6000	IT staff principal
Early Literacy Coach	Qualified Literacy Coach to provide support to K-2 teachers in research based strategies for teaching reading. Coach will use the K-3 Essentials to guide the work being done.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$3750	Literacy Coach K-2 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
Daily 5 Program	K-5 teachers to provide tier 2 interventions in class based on data from math screener, Delta math. Interventions are to focus on readiness standards identified and assessed.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	K-5 teachers Title I teacher Principal