

2019-20 School Improvement Plan

Appleview Elementary School

Sparta Area Schools

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Overview

Plan Name

2019-20 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in ELA and Content Area Reading	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$219420
2	All students will be proficient in Mathematics	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$56200
3	All students will be proficient in ELA and Content Area Writing.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$52100
4	All students will be proficient in Science	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$2250
5	All students will be proficient in Social Studies	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1600

Goal 1: All students will be proficient in ELA and Content Area Reading

Measurable Objective 1:

85% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/03/2022 as measured by annual state assessments.

Strategy 1:

Workshop Instruction in ELA and Content Area Reading - Teachers will utilize Workshop Instruction within the GRR Instructional Model during daily reading instruction at all grade levels to improve reading performance across the content areas.

Category:

Research Cited: Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. Education and Treatment of Children,

Keene, E. O., & Zimmerman, S. (1997). Mosaic of thought: Teaching comprehension in a reader's workshop. Portsmouth, NH: Heinemann. Lezotte, Lawrence W.

Correlates of Effective Schools: The First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991 Fisher, Doug, Frey, Nancy, 2004. Improving

Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH.

Heinemann

Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In

J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation.

Cambridge, MA: Harvard Education Press.

Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003 Evaluation

of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K.

2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

Tier:

Activity - Literacy Coach Learning Labs and Modeled Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of Workshop Instruction through peer to peer observation and professional dialogue. Program training is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2019	\$2000	Title II Part A	Kent ISD Literacy and Cognitive Coaches, Building Administrators, Literacy Coaches, Lead Teachers, BSIT Members and Assistant Superintendent.
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Activity - Productive School Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for supporting and sustaining a productive educational environment so to strengthen the relational capacities of staff, students and families believed necessary to meet the rigors of the CCSS and effective orchestration of the GRR Instructional Model. Provisions made for CKHs, CPI and MERT training for designated staff in each building; effective management for SWDs; and additional staff development for new teachers.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/01/2018	\$1100	Title II Part A	Building Administrators, School Nurse, Regional CPI Trainer, Special Education Supervisor and Assistant Superintendent

Activity - Workshop Leadership Training and CCSS Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made for preparing for the implementation of the Workshop Model and instructional strategies aligned to the CCSS ELA and Literacy Standards for ELA and reading instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/01/2018	\$720	Title II Part A	Building Administrators, MAISA Trainers, ISD Teaching and Learning Trainers, National Trainers, Literacy Coaches, and Assistant Superintendent
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Activity - Workshop Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will collaborate to study pre and post assessments, resources, pacing, and scope and sequence of reading and writing units.	Professional Learning	Tier 1	Monitor	07/01/2017	06/01/2018	\$0	Title II Part A	Assistant Superintendent, Principals

Activity - Fountas and Pinnell PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing support and training in implementation of F and P benchmark assessment and F and P reading program.	Academic Support Program	Tier 1	Implement	07/01/2018	06/28/2019	\$0	Title I Part A	Joel Stoner

Strategy 2:

At Risk and Title I Support Services - Designated staff supported by Title I and 31-A funding will provide students identified as At-Risk supplemental support services for reading in the core content areas of instruction for the purpose of improvement of performance and student achievement. Funding will also support purchase services, supplies and materials needed for the delivery supplemental program services including licenses for on-line tutorial based reading systems for At-Risk Students . Provision made in Title IIa funding will provide service providers Professional Development needed to effectively perform the program services including literacy training for early childhood staff through the state Great Start program services housed at KISD. Provisions made with Title I funding include the salaries and benefits of teachers and teachers assistants at the K-2 and 3-5 building levels in a schoolwide Title I program setting. Highly qualified and trained staff will supplement reading the core areas of instruction by implementing additional researched based programs and services to identified students to include: content area reading fluency, decoding and comprehension; and content area vocabulary and language usage and expression. Title IA will also support contracted services of a highly trained, part-time Coordinator of Title Grants for the management and oversight of program delivery. Professional Training of Title I staff through Title IIa funds include LEXIA software training, Benchmarking and progress monitoring training, and Title I teachers will continue to attend the Literacy Coaches Network through Kent ISD as part of building their capacity to coach teachers. In district training will be provided by the Title Grants Coordinator, resident experts and software company trainers. At-Risk support

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services include behavioral/ social emotional services for students who meet the criteria and would likely benefit from behavioral interventions in the academic setting at the Elementary and levels. Provisions made through 31-A funding include the use of dedicated electives and extended day tutorials in Middle School for reading and mathematics, and tutorial services during seminar for HS students in the ELA and Math content areas, and Extended Year Summer school for k-5 students in content area reading. All service providers are Highly Qualified in the content areas of service. 31-A provisions will support the academic and career coaches in the new HS Career. The Career Academy provides and non-traditional approach for at-risk students to achieve a High School Diploma, by following a curriculum that has an intense focus on the individual needs of the student, as well as college and career readiness. An experienced and energetic staff will help students identify their skills, abilities, and passions. Course work will be individualized and designed to implement a student’s career pathway through project based learning. In addition to the required content for the MMC, course work will include 7 credits of career based electives to include employability and leadership training, and career internships and seminars. Coaches will assist students in implementing successful Individualized Educational Development Plans. The academy will offer students flexibility in schedules through the use of on line and blended instruction for aquisition of course credits toward a HS diploma. Additional support services for High School students who meet the at-risk criteria include extended day and extended year tutorial and credit recovery programs. Provisions from at-risk funding will be used to purchase e- 2020 seats for the Career Academy and credit recovery programs at the HS level.

Category:

Research Cited: Lezotte, Lawrence W. Correlates of Effective Schools: Ther First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991
 Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003
 Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ
 Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010
 Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Resposiveness to Intervention (RTI).: How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

Tier:

Activity - Title I Supplemental Service Providers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for partial funding of Teachers and part-time Teacher Assistants to provide researched based supplemental services and programs in content area reading for Elementary students (k-2 and 3-5) in a multi-tiered system of support within a schoolwide setting. Provisions also include licences for on-line tutorial based reading systems for at-risk students at the elementary level.	Academic Support Program			07/01/2017	06/01/2018	\$124000	Title I Part A	Title Grants Coordinator, Elementary Building Administrators, Title I Teachers and Teacher Assistants and the Assistant Superintendent.

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Activity - Oversight and Management of Title I Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for Purchase Services of a Part Time Grants Coordinator for ongoing oversight and management of the District Title I program including personnel and supplemental support services in a schoolwide setting.	Academic Support Program			07/01/2017	06/01/2018	\$3550	Title I Part A	Grants Coordinator, Building Administrators and Assistant Superintendent
Activity - Title I PD for Supplemental Service Providers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Title I staff to receive Professional Training from resident, Kent ISD and regional experts including benchmarking and progress monitoring, reading Software, and literacy coaching.	Professional Learning			07/01/2017	06/01/2018	\$1050	Title II Part A	KISD Literacy Coaches Network, Software Trainers, Grants Coordinator, Title I Teachers, Assistant Superintendent
Activity - Content Area Reading Summer Program for Elementary Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for the salary and benefits, transportation and supplies and materials for students identified as at-risk in the Elementary grades.	Academic Support Program			06/01/2016	08/12/2016	\$7500	Section 31a	Title I coordinator, Title I staff, Designated Teachers, Operations Director, Building Principals and Assistant Superintendent
Activity - Family and Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provisions Made for materials resources and materialsTitle I Parent Involvement and Community Engagement Activities at the Elementary levels in a schoolwide Title I setting. The resources include supplies for academic activities, newsletter and parenting resources, provisions for childcare and snacks for participants .	Parent Involvement			09/01/2017	06/01/2018	\$1500	Title I Part A	Grant Coordinator , Title I Staff, Designated Teachers, Building Administration, Food Services Director and Assistant Superintendent.
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Activity - Behavior/Social Emotional Supplemental Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions of staffing for the implementation of behavior Behavioral (social/emotional) support services for elementary age at-risk Support students.	Behavioral Support Program			08/01/2017	06/01/2018	\$70000	Section 31a	Building Level Administration, Social Workers, Behavior Interventionist and Assistant Superintendent

Strategy 3:

PLC, Assessment and Evaluation - Teachers will utilize multiple means of student assessment and performance data to guide professional discussions and decisions for building, grade level and content area improvements in student achievement. Administration and staff will be trained in the use and application of PLCs and how to engage and use internal and external formative, benchmark, interim and summative assessments to guide instructional and SI decisions. PD includes the how to use Fountas and Pinnell Benchmark Assessments , State Interim Assessment Pilots and how to develop content area assessments aligned to the CCSS learning targets.

Category: Learning Support Systems

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In

J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

Tier: Tier 1

Activity - F and P Progress Monitoring Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provision for training staff in the use of Fountas and Pinnell Benchmark assessments for monitoring progress of Elementary students in a schoolwide setting	Professional Learning			07/01/2016	06/30/2017	\$6500	Title II Part A	KISD Trainers, in district trainers, Lt. coaches, grants coordinator, teachers, administrators and assistant superintendent.
Activity - ASSIST Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Building School Improvement Teams to participate Assist Evaluation Training KISD School Improvement Consultants.	Professional Learning	Tier 1	Monitor	07/01/2017	06/01/2018	\$1200	General Fund	MDE SI Consultants, KISD SI Consultants, Building SI Teams, Building Administrators and Assistant Superintendent
Activity - PLC PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for PLC Leadership team to participate and attend PD in data team leadership and administration.	Professional Learning			08/09/2017	08/11/2017	\$300	Title II Part A	Designated Teachers, Building and District Administration

Goal 2: All students will be proficient in Mathematics

Measurable Objective 1:

85% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in overall performance level score in Mathematics by 06/01/2022 as measured by annual state assessments.

Strategy 1:

Gradual Release and Math Workshop in Math - Teachers will implement the GRR Instructional Model during daily instruction of all grade levels and to improve mathematics performance across the the district. Teachers will begin new learning around components of math workshop and specifically the opening of the workshop with a focus on Number Talks.

Category: Mathematics

Research Cited: Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. *Education and Treatment of Children*, 29, 1–21.

Fisher, Doug, Frey, Nancy, 2004. *Improving Adolescent Literacy: Strategies at Work*. Pearson INC, Upper Saddle River NJ

U.S. Department of Education. (n.d.). Trends in international mathematics and science study (TIMSS). [Overview]. Retrieved December 5, 2008, from <http://nces.ed.gov/timss/>

Robert Marzano: *What Works in Schools: Translating Research into Action* (2003); Marzano, Pickering & Pollock: *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (2004)

National Mathematics Advisory Panel. (2008). *Foundations for success: The final report of the national mathematics advisory panel*. Washington, DC: U.S. Department of Education.

Rose, David H.& Meyer, Anne. *Teaching Every Student in the Digital Age: Universal Design for Learning* ASCD, Alexandria, VA. 2002

Tier: Tier 1

Activity - CCSS Math Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for staff participation in CCSS math instructional strategies professional development activities to improve understanding student performance in mathematics. This would include video learning labs, ThinkCentral PD, and strategy implementation PD which would include cross grade level articulation.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$1200	Title II Part A	Building Administration, Textbook Co. Trainers, Math and Science Center Trainers, Kent ISD Math Consultants, Teachers and Assistant Superintendent.

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Activity - Math Series Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing training for math teachers in how to use the math expressions program.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$4000	Title II Part A	Assistant Superintendent, Math Consultants, Building Principals, Designated staff, Textbook Company Representatives

Strategy 2:

Title I and At-Risk Supplemental Support Services in Mathematics - Designated staff supported by Title I and 31-A funding will provide students identified as At-Risk supplemental support services in the core content areas of instruction for the purpose of improvement of performance and student achievement. Funding will also support purchase services, supplies and materials needed for the delivery supplemental program services including licenses for on-line tutorial based math programs for at risk students. Provision made in Title IIa funding will provide service providers Professional Development needed to effectively perform the program services including Accredited Math Training from Regional trainers. Provisions made with Title I funding include the salaries and benefits of teachers and teachers assistants at the K-2 and 3-5 building levels in a schoolwide Title I program setting. Highly qualified and trained staff will supplement math instruction by implementing additional researched based programs and services to identified students to include: content area reading, content area vocabulary and language usage and expression, mathematical fluency and problem solving. Title IA will also support contracted services of a highly trained, part-time Coordinator of Title Grants for the management and oversight of program delivery. Provisions made through 31-A funding include the use of dedicated electives and extended day tutorials in Middle School for mathematics, and tutorial services during seminar for HS students in the ELA and Math content areas. All service providers are Highly Qualified in the content areas of service. 31-A provisions will support the academic and career coaches in the new HS Career. The Career Academy provides a non-traditional approach for at-risk students to achieve a High School Diploma, by following a curriculum that has an intense focus on the individual needs of the student, as well as college and career readiness. An experienced and energetic staff will help students identify their skills, abilities, and passions. Course work will be individualized and designed to implement a student's career pathway through project based learning. In addition to the required content for the MMC, course work will include 7 credits of career based electives to include employability and leadership training, and career internships and seminars. Coaches will assist students in implementing successful Individualized Educational Development Plans. The academy will offer students flexibility in schedules through the use of on-line and blended instruction for acquisition of course credits toward a HS diploma. Additional support services for High School students who meet the at-risk criteria include extended day and extended year tutorial and credit recovery programs. Provisions from at-risk funding will be used to purchase e-2020 seats for the Career Academy and credit recovery programs at the HS level.

Category: Learning Support Systems

Research Cited: National Mathematics Advisory Panel. (2008). Foundations for success: The final report of the national mathematics advisory panel. Washington, DC: U.S. Department of Education.

National Center for Education Statistics (2005). "The Condition of Education 2005: Indicator 19 — Status Dropout Rates by Race/Ethnicity." NCES 2005-094.

Washington, DC: U.S. Government Printing Office.

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Kemple, J. J., & Snipes, J. C. (2000). Career Academies: Impacts on students' engagement and performance in high school. New York: MDRC (Manpower Demonstration Research Corporation).

Ysseldyke, J., & Tardew, S. (2007). Use of a progress monitoring system to enable teachers to differentiate mathematics instruction. *Journal of Applied School Psychology*, 24(1), 1–28.

Ysseldyke, J., & Bolt, D. M. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. *School Psychology Review*, 36(3), 453–467.

Nunnery, J. A., & Ross, S. M. (2007). The effects of the School Renaissance program on student achievement in reading and mathematics. *Research in the Schools*, 14(1), 40–59.

Woodward, J. (2006). Developing automaticity in multiplication facts: Integrating strategy instruction with timed practice drills. *Learning Disability Quarterly*, 29(4), 269–289.

Tier: Tier 2

Activity - Oversight and Management of Title I Program and Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made through Title I for Purchase Services of a Part Time Grants Coordinator for ongoing oversight and management of the District Title I program including personnel and supplemental support services in a schoolwide setting.	Academic Support Program	Tier 2	Monitor	08/01/2017	06/01/2018	\$1500	Title I Part A	Grants Coordinator, building Administrator, and Assistant Superintendent

Activity - Summer School for K-5 Students in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Extended year summer programming for Elementary students in Math including Salaries, transportation, Supplies and materials	Academic Support Program	Tier 2	Implement	08/01/2016	06/30/2017	\$7500	Section 31a	Title I coordinator and Staff, Designated teachers, Operations Director and Building principals

Activity - Title I Supplemental Math Support in a Schoolwide setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made through Title I Federal Grant for the salary and Benefits for 3 teachers and 8 part time teacher assistants, and materials and resources to provide researched based supplemental support services in a multi-tiered system of support in a schoolwide program. Provisions also include technology licences for an on-line tutorial based math supplemental program for identified students	Academic Support Program	Tier 2	Monitor	08/01/2017	06/01/2018	\$42000	Title I Schoolwide	Grants Coordinator, Title I Teachers and Teacher Assiistants, and Building Administrat or
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Goal 3: All students will be proficient in ELA and Content Area Writing.

Measurable Objective 1:

85% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the overall performance score in Writing by 06/01/2022 as measured by annual state assessments.

Strategy 1:

Title I Supplemental Support in Writing - Designated staff supported by Title I and 31-A funding will provide students identified as At-Risk supplemental support services for writing in the core content areas of instruction for the purpose of improvement of student performance and achievement. Funding will support purchase services, supplies and materials needed for the delivery supplemental program services. Provision made in Title IIA funding will provide service providers Professional Development needed to effectively perform the program services. Provisions made with Title I funding include the salaries and benefits of teachers and teachers assistants at the K-2 and 3-5 building levels in a schoolwide Title I program setting. Highly qualified and trained staff will supplement the core areas of instruction by implementing additional researched based programs and services to identified students to include: content area writing/reading, decoding and comprehension; and content area vocabulary and language usage and expression. Title IA will also support contracted services of a highly trained, part-time Coordinator of Title Grants for the management and oversight of program delivery. Professional Training of Title I staff through Title IIA funds include LEXIA software training, Benchmarking and progress monitoring training, and Title I teachers will continue to attend the Literacy Coaches Network through Kent ISD as part of building their capacity to coach teachers. In district training will be provided by the Title Grants Coordinator, resident experts and software company trainers. Provisions made through 31-A funding include the use of dedicated electives in Middle School for reading and tutorial services during seminar for HS students in the ELA for writing across the content areas. All service providers are Highly Qualified in the content areas of service. 31-A provisions will support the academic and career coaches in the new HS Career Academy. The Career Academy provides a non-traditional approach for at-risk students to achieve a High School Diploma, by following a curriculum that has an intense focus on the individual needs of the student, as well as college and career readiness. An experienced and energetic staff will help students identify their skills, abilities, and passions. Course work will be individualized and designed to implement a student's career pathway through project based learning. In addition to the required content for the MMC, course work will include 7 credits of career based electives to include employability and leadership training, and career internships and seminars. Coaches will assist students in implementing successful Individualized Educational Development Plans. The academy will offer students flexibility in schedules through the use of on line and blended instruction for acquisition of course credits toward a HS diploma. Additional support services for High School students who meet the at-risk criteria include extended day and extended year tutorial and credit recovery programs. Provisions from at-risk funding will be used to purchase on-

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line e-2020 seats for the Career Academy and credit recovery programs at the HS level.

Category: Learning Support Systems

Research Cited: Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement(2004)

Scull, J. A., & Lo Bianco, J. (2008). Successful engagement in an early literacy intervention. Journal of Early Childhood Literacy,8(2), 123–150.

Effects on Efficacy in using Writers Workshop..." CleJournal of Research in Childhood Education Article

date:October 1, 1998 Author:Clippard, Dana aringhouse Research Gere,Ann Ruggles, Leila Christenbury,

and Kelli Sassi. 2005. Writing on Demand: Best Practices and Strategies For Success. Portsmouth, NH,

Heinemann

Tier: Tier 2

Activity - Title I Supplemental Support Services for ELA and Content Area Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for the salary and benefits of 3.1 FTE Title I teachers and 8 part-time Teacher Assistants to provide supplemental support services in ELA and content area writing in a schoolwide setting at the K-2 and 3-5 Elementary buildings in the SAS District. Title I funding also supports partial funding for contracted services of a highly trained Grants Coordinator for ongoing professional training and program management oversight.	Academic Support Program	Tier 2	Monitor	08/01/2017	06/01/2018	\$51000	Title I Schoolwide	Grants Coordinator, Title I teachers and Teacher Assistants, Building Administration, BSI Teams and Assistant Superintendent

Strategy 2:

GRR and Content Literacy Strategies - Staff will implement Guided instruction within the GRR instructional model the Gradual Release of student Responsibility Instructional Model in writing instruction across the grade levels and content areas to improve writing performance across the content areas.

Category: English/Language Arts

Research Cited: Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH.Heinemann

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. Education and Treatment of Children

Tier: Tier 1

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Activity - Workshop Model and CCSS Literacy Standards in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for designated building level staff to attend ISD and internal and external training in the Writers WS instructional delivery model and the how to meet the instructional and assessment targets of the CCSS. Training includes national writing experts and authors Jeff Anderson, Penny Kettle, and Kelly Gallagher; CCSS Writing in Science, Social studies and the technical subjects and World Languages.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$1100	Title II Part A	KISD Consultants, National and Regional Trainers, Building Administrator, designated teachers, Literacy Coaches and Assistant Superintendent.

Goal 4: All students will be proficient in Science

Measurable Objective 1:

85% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on overall performance score in Science by 06/01/2022 as measured by annual state assessments.

Strategy 1:

Gradual Release Instruction in Science - Teachers will implement Guided Instruction within the GRR Instructional Model during science instruction to improve student engagement, content area reading and writing and student performance in science.

Category: Science

Research Cited: Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH.

Heinemann

The Michigan Online Learning Report, Michigan Virtual University, 2008

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH. Heinemann

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Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

Saddle River NJ

Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002The Michigan Online Learning Report, Michigan Virtual University, 2008 Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies.

Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009

Tier: Tier 1

Activity - CCSS Literacy and NGSS Science PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for content area science teachers to participate in training regarding the learning targets and instructional expectations of the CCSS Literacy Standards and the NGSS. Training facilitated through the Kent Science Team, the VanAndel Institute, Regional Math and Science Center the KISD Teaching and Learning Consultants.	Professional Learning	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$650	Title II Part A	KISD Consultants, KST, GVSU Regional Math and Science Trainers Building Science Leaders, Building Administration and Assistant Superintendent
Activity - Learning Labs and Modeled Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR during science instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning			08/01/2016	06/30/2017	\$800	Title II Part A	KISD Literacy and Cognitive Coaches Network, Host Teachers, BSI Teams, Building Administrators and Assistant Superintendent.
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Strategy 2:

Assessment and Evaluation - Teachers will utilize multiple means of student assessment and performance data to guide decisions for building, grade level and content area improvements in student achievement. Identified staff and administrators will continue their participation in FAME to grow the districts capacity to use formative assessments to guide instructional decisions in the classroom. Identified staff will continue to learn how to use DE and State Testing data to create profiles and for curricular, assessment and instructional improvement targets. BSIT Teams will conduct action research using multiple means of data to determine effectiveness of strategies and activities in the SI Plans. Training for BSI Teams will also include updates to the Assist and the AdVanced Ed Website through the KISD SI Consultants.

Category:

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation.

Cambridge, MA: Harvard Education Press.

Robert Marzano: What Works in Schools: Translating Research into Action (2003);

Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement(2004)

Tier:

Activity - Action Research and ASSIST Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Provisions made for Building School Improvement Teams to participate in action research training and development through KISD School Improvement Consultants. The BSIT members will analyze multiple sources of data to determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders. additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2017</p>	<p>06/01/2018</p>	<p>\$800</p>	<p>General Fund</p>	<p>MDE/Regional ASSIST trainers, KISD School Improvement Consultants, KISD Data Warehouse Trainers, BSI Teams, Building Administrator and Assistant Superintendent</p>
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Goal 5: All students will be proficient in Social Studies

Measurable Objective 1:

85% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the overall performance score in Social Studies by 06/01/2020 as measured by annual state assessments.

Strategy 1:

Gradual Release Instruction in Social Studies - Teachers will implement Guided Instruction within the GRR Instructional Model to increase student engagement, content area reading and writing and student performance in Social Studies.

Category: Social Studies

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation.

Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002

The Michigan Online Learning Report, Michigan Virtual University, 2008

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH. Heinemann Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003 Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH.

Heinemann Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004) Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for

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Increasing Student Achievement (2004)

Tier: Tier 1

Activity - Learning Targets for MC3 and CCSS Literacy Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Social Studies instructional staff to attend training specific to the learning targets and instructional expectations of the MC3 and CCSS Literacy Standards. Training includes how to create performance assessments for the MC-3 and CCSS Literacy Standards in the Social Studies Content.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$400	Title II Part A	State/Regional C3 Trainers, KISD Social Studies Consultants, Building Administration, Building Social Studies Leaders, and Assistant Superintendent.
Activity - Learning Labs and Modeled Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR during Social Studies instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$800	Title II Part A	KISD Literacy and Cognitive Coaches Network, BSI Teams, Host Teachers, District Facilitators, Building Administrators and Assistant Superintendent

Strategy 2:

Assessment and Evaluation - Teachers will utilize multiple means of student assessment and performance data to guide decisions for building, grade level and content area improvements in student achievement. Identified staff and administrators will continue their participation in PD Activities designed to grow the districts capacity to

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use formative assessments to guide instructional decisions in the classroom. Identified staff will continue to learn how to use DE and State Testing data to create profiles and for curricular, assessment and instructional improvement targets. BSIT Teams will conduct action research using multiple means of data to determine effectiveness of strategies and activities in the SI Plans. Training for BSI Teams will also include updates to the ASSIST and the AdVanced Ed Website through the KISD SI Consultants.

Category:

Research Cited: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

Tier:

Activity - Action Research and Assist Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Building School Improvement Teams to participate in action research training and development through KISD School Improvement Consultants. The BSIT members will analyze multiple sources of data to determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders. additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$400	General Fund	MDE/ISD Assist Trainers, KISD School Improvement Consultants, KISD Data Warehouse Consultants, BSI Teams, Building Administrators and Assistant Superintendent

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
Family and Community Involvement	Provsions Made for materials resources and materialsTitle I Parent Involvement and Community Engagement Activities at the Elementary levels in a schoolwide Title I setting. The resources include supplies for academic activities, newsletter and parenting resources, provisions for childcare and snacks for participants .	Parent Involvement			09/01/2017	06/01/2018	\$1500	Grant Coordinator , Title I Staff, Designated Teachers, Building Administration, Food Services Director and Assistant Superintendent.
Title I Supplemental Service Providers	Provisions made for partial funding of Teachers and part-time Teacher Assistants to provide researched based supplemental services and programs in content area reading for Elementary students (k-2 and 3-5) in a multi-tiered system of support within a schoolwide setting. Provisions also include licences for on- line tutorial based reading systems for at-risk students at the elementary level.	Academic Support Program			07/01/2017	06/01/2018	\$124000	Title Grants Coordinator ,Elementary Building Administrators, Title I Teachers and Teacher Assistants and the Assistant Superintendent.
Oversight and Management of Title I Program and Services	Provisions made through Title I for Purchase Services of a Part Time Grants Coordinator for ongoing oversight and management of the District Title I program including personnel and supplemental support services in a schoolwide setting.	Academic Support Program	Tier 2	Monitor	08/01/2017	06/01/2018	\$1500	Grants Coordinator ,building Administrator, and Assistant Superintendent

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Fountas and Pinnell PD	Ongoing support and training in implementation of F and P benchmark assessment and F and P reading program.	Academic Support Program	Tier 1	Implement	07/01/2018	06/28/2019	\$0	Joel Stoner
Oversight and Management of Title I Program	Provisions for Purchase Services of a Part Time Grants Coordinator for ongoing oversight and management of the District Title I program including personnel and supplemental support services in a schoolwide setting.	Academic Support Program			07/01/2017	06/01/2018	\$3550	Grants Coordinator , Building Administrators and Assistant Superintendent

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Action Research and Assist Training	Provisions made for Building School Improvement Teams to participate in action research training and development through KISD School Improvement Consultants. The BSIT members will analyze multiple sources of data to determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders. additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$400	MDE/ISD Assist Trainers, KISD School Improvement Consultants , KISD Data Warehouse Consultants , BSI Teams, Building Administrators and Assistant Superintendent

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Action Research and ASSIST Training	Provisions made for Building School Improvement Teams to participate in action research training and development through KISD School Improvement Consultants. The BSIT members will analyze multiple sources of data to determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders. additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting.	Professional Learning	Tier 1	Implement	08/01/2017	06/01/2018	\$800	MDE/Regional ASSIST trainers, KISD School Improvement Consultants, KISD Data Warehouse Trainers, BSI Teams, Building Administrator and Assistant Superintendent
ASSIST Training	Provisions made for Building School Improvement Teams to participate Assist Evaluation Training KISD School Improvement Consultants.	Professional Learning	Tier 1	Monitor	07/01/2017	06/01/2018	\$1200	MDE SI Consultants, KISD SI Consultants, Building SI Teams, Building Administrators and Assistant Superintendent

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Supplemental Math Support in a Schoolwide setting	Provisions made through Title I Federal Grant for the salary and Benefits for 3 teachers and 8 part time teacher assistants, and materials and resources to provide researched based supplemental support services in a multi-tiered system of support in a schoolwide program. Provisions also include technology licences for an on-line tutorial based math supplemental program for identified students	Academic Support Program	Tier 2	Monitor	08/01/2017	06/01/2018	\$42000	Grants Coordinator, Title I Teachers and Teacher Assiistants, and Building Administrator

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Title I Supplemental Support Services for ELA and Content Area Writing	Provisions made for the salary and benefits of 3.1 FTE Title I teachers and 8 part-time Teacher Assistants to provide supplemental support services in ELA and content area writing in a schoolwide setting at the K-2 and 3-5 Elementary buildings in the SAS District. Title I funding also supports partial funding for contracted services of a highly trained Grants Coordinator for ongoing professional training and program management oversight.	Academic Support Program	Tier 2	Monitor	08/01/2017	06/01/2018	\$51000	Grants Coordinator, Title I teachers and Teacher Assistants, Building Administration, BSI Teams and Assistant Superintendent
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior/Social Emotional Supplemental Support Services	Provisions of staffing for the implementation of behavior Behavioral (social/emotional) support services for elementary age at-risk Support students.	Behavioral Support Program			08/01/2017	06/01/2018	\$70000	Building Level Administration, Social Workers, Behavior Interventionist and Assistant Superintendent
Summer School for K-5 Students in Math	Provisions made for Extended year summer programming for Elementary students in Math including Salaries, transportation, Supplies and materials	Academic Support Program	Tier 2	Implement	08/01/2016	06/30/2017	\$7500	Title I coordinator and Staff, Designated teachers, Operations Director and Building principals

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Content Area Reading Summer Program for Elementary Students	Provisions made for the salary and benefits, transportation and supplies and materials for students identified as at-risk in the Elementary grades.	Academic Support Program			06/01/2016	08/12/2016	\$7500	Title I coordinator, Title I staff, Designated Teachers, Operations Director, Building Principals and Assistant Superintendent
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
CCSS Math Instructional Strategies	Provisions made for staff participation in CCSS math instructional strategies professional development activities to improve understanding student performance in mathematics. This would include video learning labs, ThinkCentral PD, and strategy implementation PD which would include cross grade level articulation.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$1200	Building Administration, Textbook Co. Trainers, Math and Science Center Trainers, Kent ISD Math Consultants, Teachers and Assistant Superintendent.
Title I PD for Supplemental Service Providers	Provisions made for Title I staff to receive Professional Training from resident, Kent ISD and regional experts including benchmarking and progress monitoring, reading Software, and literacy coaching.	Professional Learning			07/01/2017	06/01/2018	\$1050	KISD Literacy Coaches Network, Software Trainers, Grants Coordinator, Title I Teachers, Assistant Superintendent

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Workshop Leadership Training and CCSS Literacy Training	Provisions made for preparing for the implementation of the Workshop Model and instructional strategies aligned to the CCSS ELA and Literacy Standards for ELA and reading instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/01/2018	\$720	Building Administrators, MAISA Trainers, ISD Teaching and Learning Trainers, National Trainers, Literacy Coaches, and Assistant Superintendent
Learning Labs and Modeled Instruction	Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR during science instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.	Professional Learning			08/01/2016	06/30/2017	\$800	KISD Literacy and Cognitive Coaches Network, Host Teachers, BSI Teams, Building Administrators and Assistant Superintendent.
Workshop Instruction	The staff will collaborate to study pre and post assessments, resources, pacing, and scope and sequence of reading and writing units.	Professional Learning	Tier 1	Monitor	07/01/2017	06/01/2018	\$0	Assistant Superintendent, Principals

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<p>Learning Targets for MC3 and CCSS Literacy Standards</p>	<p>Provisions made for Social Studies instructional staff to attend training specific to the learning targets and instructional expectations of the MC3 and CCSS Literacy Standards. Training includes how to create performance assessments for the MC-3 and CCSS Literacy Standards in the Social Studies Content.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2016</p>	<p>06/30/2017</p>	<p>\$400</p>	<p>State/Regional C3 Trainers, KISD Social Studies Consultants, Building Administration, Building Social Studies Leaders, and Assistant Superintendent.</p>
<p>Productive School Environment</p>	<p>Provisions made for supporting and sustaining a productive educational environment so to strengthen the relational capacities of staff, students and families believed necessary to meet the rigors of the CCSS and effective orchestration of the GRR Instructional Model. Provisions made for CKHs, CPI and MERT training for designated staff in each building; effective management for SWDs; and additional staff development for new teachers.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2017</p>	<p>06/01/2018</p>	<p>\$1100</p>	<p>Building Administrators, School Nurse, Regional CPI Trainer, Special Education Supervisor and Assistant Superintendent</p>
<p>F and P Progress Monitoring Training</p>	<p>Provision for training staff in the use of Fountas and Pinnell Benchmark assessments for monitoring progress of Elementary students in a schoolwide setting</p>	<p>Professional Learning</p>			<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$6500</p>	<p>KISD Trainers, in district trainers, Lt. coaches, grants coordinator, teachers, administrators and assistant superintendent.</p>

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CCSS Literacy and NGSS Science PD	Provisions made for content area science teachers to participate in training regarding the learning targets and instructional expectations of the CCSS Literacy Standards and the NGSS. Training facilitated through the Kent Science Team, the VanAndel Institute, Regional Math and Science Center the KISD Teaching and Learning Consultants.	Professional Learning	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$650	KISD Consultants, KST, GVSU Regional Math and Science Trainers Building Science Leaders, Building Administration and Assistant Superintendent
PLC PD	Provisions for PLC Leadership team to participate and attend PD in data team leadership and administration.	Professional Learning			08/09/2017	08/11/2017	\$300	Designated Teachers, Building and District Administration
Math Series Training	Provide ongoing training for math teachers in how to use the math expressions program.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$4000	Assistant Superintendent, Math Consultants, Building Principals, Designated staff, Textbook Company Representatives

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<p>Literacy Coach Learning Labs and Modeled Instruction</p>	<p>Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of Workshop Instruction through peer to peer observation and professional dialogue. Program training is facilitated through KISD Literacy and Cognitive Coaches network.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2018</p>	<p>06/30/2019</p>	<p>\$2000</p>	<p>Kent ISD Literacy and Cognitive Coaches, Building Administrators, Literacy Coaches, Lead Teachers, BSIT Members and Assistant Superintendent.</p>
<p>Learning Labs and Modeled Instruction</p>	<p>Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of the GRR during Social Studies instruction through peer to peer observation and professional dialogue. Program is facilitated through KISD Literacy and Cognitive Coaches network.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/09/2017</p>	<p>\$800</p>	<p>KISD Literacy and Cognitive Coaches Network, BSI Teams, Host Teachers, District Facilitators, Building Administrators and Assistant Superintendent</p>
<p>Workshop Model and CCSS Literacy Standards in Writing</p>	<p>Provisions made for designated building level staff to attend ISD and internal and external training in the Writers WS instructional delivery model and the how to meet the instructional and assessment targets of the CCSS. Training includes national writing experts and authors Jeff Anderson, Penny Kettle, and Kelly Gallagher; CCSS Writing in Science, Social studies and the technical subjects and World Languages.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2016</p>	<p>06/30/2017</p>	<p>\$1100</p>	<p>KISD Consultants, National and Regional Trainers, Building Administrator, designated teachers, Literacy Coaches and Assistant Superintendent.</p>