

2019-2020 Plan

Sparta Senior High School

Sparta Area Schools

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Overview

Plan Name

2019-2020 Plan

Plan Description

SIP

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 become proficient in mathematics	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$224257
2	All students will be proficient in ELA and Content Area Reading	Objectives: 1 Strategies: 5 Activities: 20	Academic	\$565308
3	All Students will be proficient in ELA and Content Area Writing	Objectives: 1 Strategies: 5 Activities: 12	Academic	\$426374
4	All students will be proficient in Science	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$162337
5	All students will be proficient in Social Studies	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$109873

Goal 1: All students will become proficient in mathematics

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth 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 in Mathematics by 06/13/2022 as measured by annual State assessments.

Strategy 1:

Gradual Release in Math - Teachers will implement Gradual Release within the GRR Instructional Model use the GRR Instructional Model during daily instruction of all grade levels and to improve mathematics performance across the district.

Category: Mathematics

Research Cited: 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:

Activity - CCSS Math Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provisions made for staff participation in CCSS math instructional strategies professional development activities to improve understanding student performance in mathematics. The PD includes orchestrating math conversations Sketchpad Usage ,and K-9 in-district Math Expressions and Big Ideas Pilot Trainings.. Trainings facilitated through Regional Math and Science Center Kent ISD and Textbook Co. Trainers as well as Solution Tree. AP College Board Trainings	Professional Learning	Tier 1	Implement	07/01/2018	07/01/2019	\$6020	Title II Part A, Title II Part A	Building Administration, Textbook Co.Trainers , Math and Science Center Trainers, Kent ISD Math Consultants Teachers Assistant Superintendent.
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Status	Progress Notes	Created On	Created By
In Progress	Continue staff training to implement Big Ideas	March 14, 2017	Mr. Matthew P Spencer
In Progress	some staff has been trained	April 16, 2015	Mr. Matthew P Spencer

Activity - Additional Training for New Math Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional Training for K-8 and HS math teachers in how to use the new math series being piloted this year: Math Expressions K-5 Math , Big Ideas at MS and HS Algebra I, Algebra 2, and Geometry	Professional Learning, Direct Instruction, Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$11000	Title II Part A	Assistant Superintendent, Math Consultants Building Principals, Designated staff, Textbook Company Representatives

Status	Progress Notes	Created On	Created By
In Progress	Continued Big Ideas Training to include use of tech resources for one to one initiative.	March 14, 2017	Mr. Matthew P Spencer

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In Progress	Algebra One teachers were trained 2014/2015	April 16, 2015	Mr. Matthew P Spencer
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Activity - Teacher Training - SAT Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional training for the math department in SAT testing parameters and teaching strategies to help prepare the student body for SAT test. Provide PD and PLC time to update courses as related to SAT topics and testable items	Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$5000	Title II Part A	Math department staff Kent ISD Trainers Building Administration

Status	Progress Notes	Created On	Created By
In Progress	Provide additional support as needed for math teachers to implement SAT type testing opportunities	March 14, 2017	Mr. Matthew P Spencer

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 II a funding will provide service providers Professional Development needed to effectively perform the program services including Accelerated 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 school-wide 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 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 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: Mathematics

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.

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)

Tier: Tier 2

Activity - Secondary Supplemental Support Services for At-Risk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits for part time Middle School and HS Staff to provide supplement support services for at risk students in mathematics to include school day dedicated electives in math at the MS level (6-8), and HS school-day tutorials for course level math and seminar time usage. Support provided to staff HS extended day tutorials in the core content areas. Provisions for an extended year credit recovery programs in the core content areas, and secondary career and academic coaches dedicated for the Career Academy and Your Choice programs.	Academic Support Program		Implement	07/01/2018	07/01/2019	\$137135	Section 31a	Building Administrators, teachers, academic career coaches, and assistant superintendent

Activity - Supplemental support materials for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made for the supplies and materials for supplemental math support services for students identifies as at-risk in mathematics. Provisions include Accelerated Math for MS and HS , and E-2020 Licenses for HS Career Academy and credit recovery programs.	Academic Support Program		Implement	07/01/2018	07/01/2019	\$30800	Section 31a	Assistant Superintendent, Supplemental Support Teachers, Academic Coaches, and Supplemental Service Providers
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Strategy 3:

ELL Supplemental Supports in Mathematics - Student who are identified as ELL will receive additional math support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. The instructional resources for support services include English Explorers with Vocabulary Content Language for math including On-line resources and materials in student's native language are provided and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Tutorial services will be available during the school day in the core content areas and ELL students in grades 3-12 will be provided extended day tutorial services two days a week. The training will focus on the effective use of the instructional resources and effective strategies for skill growth. Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons, seasonal bus aides and an attendance officer. PAC meetings will be held for our migrant and ELL families.

Category:

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.

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/Hill>, Jane D.& Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners. ASCD,Alexandria, VA. 2006

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philadelphia, PA. 2006

Johnson, E. Mellard, D.F.,Fuchs, D.,& McNight, M.A. (2006). Responsiveness to Intervention (RTI).: How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

Tier:

Status	Progress Notes	Created On	Created By
N/A	Big Ideas resources now available in target languages to support ELL learners	March 14, 2017	Mr. Matthew P Spencer

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Activity - Extended Day ELL Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for salary and benefits of staff, transportation and supplies for extended day content vocabulary development and tutoring for 3-12 ELL students in math.	Academic Support Program		Implement	07/01/2018	07/01/2019	\$5802	Title III	Lead Teacher, tutors, Grants Coordinator, operations director, Building Administrators and Assistant Superintendent

Status	Progress Notes	Created On	Created By
In Progress	Continue extended support for ELL students	March 14, 2017	Mr. Matthew P Spencer

Activity - ELL Family and Community Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for part time parent liaisons, mileage, and supplies and material for ELL students and families. These provisions include funding for providing communication in target languages to students/families/stakeholders.	Community Engagement		Implement	07/01/2018	07/01/2019	\$6200	Title I Part C	Grants Coordinator, Liaisons,, Supplemental Service Providers, Building Administrators, Assistant Superintendent

Strategy 4:

PLC, Curriculum and Assessment Development - 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 professional Learning activities designed 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: Mathematics

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 - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for staff to train/revise/implement formative assessment strategies in assessing CCSS, NGSS, & MMC standards. Training will be facilitated by national (Solution Tree), regional, & KISD consultants/trainers and/or building level trainers/experts.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$15000	Title II Part A	State, Regional, & KISD Consultants, Building staff, building principals

Status	Progress Notes	Created On	Created By
In Progress	Continue work with formative assessments in association with 5d+	March 14, 2017	Mr. Matthew P Spencer

Activity - Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time is needed to put together and update publishable curriculum map and pacing guides.	Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$1800	Other	Teaching staff and administration

Activity - AP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional training opportunities for AP teachers.	Professional Learning, Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$2000	Title II Part A	AP teachers and administration

Activity - 1 to 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional training and support as well as time for staff to continue to develop tests, lessons, and resources using technology to support one to one initiative	Technology	Tier 1	Implement	07/01/2018	07/01/2019	\$3500	Title II Part A	All building level staff and administration

Goal 2: All students will be proficient in ELA and Content Area Reading

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth 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 reading performance level in English Language Arts by 06/06/2022 as measured by annual state assessments.

Strategy 1:

Behavioral/Social Emotional Supplemental Support Services for HS At-Risk Students - Provisions made for the salary and benefits for the contracted services for a part time behavior interventionist at the HS Level to provide supplemental behavior/social and emotional support services. Intervention services are provided to identified students who meet the At-Risk criteria for behavior intervention.

Category: Career and College Ready

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

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: Tier 1

Activity - Behavior Interventionists Supplemental Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions of staffing for the implementation of behavior (social/emotional) support services for secondary age at-risk students.	Behavioral Support Program		Implement	07/01/2018	07/01/2019	\$124293	Section 31a	Building level Administration, Social Workers, Behavior Interventionist and Assistant Superintendent

Strategy 2:

Gradual Release in Reading - Teachers will utilize Gradual Release within the GRR Instructional Model during daily reading instruction at all grade levels and content areas to improve reading performance across the content areas

Category: Career and College Ready

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 - METS,NETS and CCSS Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for purchasing for staff to attend workshops and in district trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes.	Professional Learning	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$6900	Title II Part A	ISD Technology Consultants, District Trainers of Trainers, Building Administration, ISD Assistive Technology Trainers, and Assistant Superintendent

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	Implement	07/01/2018	07/01/2019	\$6040	Title II Part A	Building Administrator, School Nurse, Regional CPI Trainer, Special Education Supervisor and Assistant Superintendent

Activity - Workshop Model, CCSS Literacy, & SAT Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Additionally, provide opportunities to staff to be trained in the SAT and SAT testing strategies for students.	Professional Learning	Tier 1	Implement	07/01/2018	07/01/2019	\$4294	Title II Part A	Building Administrators, MAISA Trainers, ISD Teaching and Learning Trainers, National Trainers, Literacy Coaches, and Assistant Superintendent

Strategy 3:

ELL and Migrant Supports in Reading - Student who are identified as migrant and/or ELL will receive additional content area reading support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. Support services for English Language development will be provided as part of the provisions for general education, yet additional supplemental support services will be provided through Title Ic, Title IIa and Title III. The supports include the use of researched based, leveled supplemental resources including Vocabulary Content Language, Cengage Inside and Edge text series for ELL students. On-line resources and materials are provided through the resource purchases and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Secondary students receive dedicated electives providing additional time in ELA and Literacy development while elementary students receive pull-out services during the school day. Tutorial services will also be available during the school day in the core content areas and ELL students in grades 9-12 will be provided extended day tutorial services two days a week. Provisions will be made for professional training for staff. The training will focus on the effective use of the instructional resources and effective strategies for skill growth. Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons, seasonal bus aides and an attendance officer. PAC meetings will be held for our migrant and ELL families. The Title IC funding will support a seasonal secretary and part time administrator and coordinator of student management.

Category: Career and College Ready

Research Cited: Hill, Jane D.& Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners.

ASCD, Alexandria, VA. 2006

Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehensible For English Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philadelphia, PA. 2006

Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Responsiveness to Intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

National Early Literacy Panel. (2008). Developing early literacy: Report of the National Early Literacy Panel: A scientific synthesis of early literacy development and implications for intervention. Washington, DC: National Institute for Literacy.

Tier:

Activity - Migrant and ELL Supplemental Service Providers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The provisions for seasonal and year round instructional supplemental support service providers in content area reading for Identified Migrant, Immigrant and ELL students	Academic Support Program	Tier 1	Implement	07/01/2018	06/01/2019	\$139850	Title I Part C, Title III	Title Grants Coordinator, Assistant Superintendent, Building Administration, HQ Teachers and Supplemental Service providers

Activity - Extended Day Tutoring for ELLs in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions for salary and benefits, transportation and supplies for extended day tutoring for 9-12 ELL students in content area reading and ELA.	Academic Support Program	Tier 1	Monitor	07/01/2018	07/01/2019	\$8286	Title III	Lead Teacher, Grant Coordinator, Assistant Superintendent, Operation Manager, Tutors (ELL/Migrant Bilingual Support Staff)
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Activity - Oversight and management of Migrant Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provision for seasonal secretary, part time coordinator and student data manager, recruiter, mileage and office supplies and materials for District Migrant Program.	Academic Support Program	Tier 1	Implement	07/01/2018	07/01/2019	\$9100	Title I Part C	Title Grant Coordinator and MEDS Data Specialist, Secretary, Assistant Superintendent, Building Administration and Finance Director

Activity - Professional Development ELL and Migrant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional Training for supplemental support staff regarding resources and materials for program delivery, WIDA training, and state administration training for special populations	Professional Learning	Tier 1		07/01/2017	07/01/2018	\$1500	Title II Part A	Title Coordinator, Assistant Superintendent, Recruiter, Resource Program Representatives and MDE State Trainers
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Activity - English Language Instruction for ELLs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for staffing the English Language instruction for ELL Students by general education bilingual service providers. Provisions also made for training of general education teachers in using effective instructional strategies in content area literacy for ELL students by national expert through KISD.	Academic Support Program	Tier 1	Implement	07/01/2017	07/01/2018	\$80000	General Fund	Assistant Superintendent, ELL and Bilingual Teachers and Support Staff, General Education Teachers and Building Administration

Activity - Family/Community Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made for part time parent liaison, mileage, and supplies and material for ELL students and families. These provisions include funding for providing communication in target languages to students/families/stakeholders.	Community Engagement	Tier 1	Implement	07/01/2017	07/01/2018	\$12380	Title I Part C, Title III	Grants Coordinator, Assistant Superintendent, Liaisons, and Operations Director
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Strategy 4:

Title 1 and At Risk Supplemental Supports - Designated staff supported by 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. Provision made in Title Ila 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. 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. . In district training will be provided by the resident experts and software company trainers. At-Risk support 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 includes 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 HS Career Academy and Your Choice programs.

The Career Academy & Your Choice programs provide 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 implementation 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, Your Choice, and credit recovery programs at the HS level.

Category: Career and College Ready

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 - Secondary At-Risk Supplemental Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits for part time Middle School and HS Staff to provide supplement support services for at risk students in reading to include school day dedicated electives for content area reading at the MS level (6-8), and HS school-day tutorials for ELA. Support provided to staff HS extended day tutorials in the core content areas. Provisions for an extended year credit recovery programs in the core content areas, and secondary career and academic coaches dedicated for the Career Academy program. Provisions also include the purchase of 60 E2020 seats for the career academy and the credit recovery program	Academic Support Program	Tier 1	Evaluate	07/01/2018	07/01/2019	\$137125	Section 31a	Building Level Administrators, Designated Teachers and Support Staff, Career and Academic Coaches and the Assistant Superintendent

Activity - MDE Administrative Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Grants Coordinator and Assistant Superintendent to attend State conferences including Special Populations, Nand BAA Data and Accountability Conferences	Professional Learning	Tier 1	Evaluate	07/01/2018	07/01/2019	\$1100	Title II Part A	Grants Coordinator, MDE Consultants and Assistant Superintendent

Strategy 5:

PLC, Curriculum and Assessment Development - 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: Career and College Ready

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:

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	Implement	07/01/2018	07/01/2019	\$2400	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
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Provisions for PLC Leadership team to attend participate in pd and training activities in preparation for PLC initial district wide initiative implementation. Extend the PLC training to more staff members through Solution Tree. Included within this is exploring bringing in a Solution Tree presenter to work with SHS staff on PLC & formative assessment matters (Tim Brown).	Professional Learning	Tier 1	Implement	07/01/2018	07/01/2019	\$1240	Title II Part A	Designated Teachers, Building and District Administration
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Status	Progress Notes	Created On	Created By
In Progress	Some staff members received PLC training in 2014/15 and look to extend this to more staff members in 2015/16.	April 16, 2015	Mr. Matthew P Spencer

Activity - Teacher Evaluation and Instruction Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provision for Building and District Administration to engage in a series of instructional leadership and teacher evaluation trainings with regional Leadership Trainer Deb McFalone and explore/begin implementation of new teacher evaluation models	Professional Learning	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$4500	Title II Part A	Superintendent, Trainer, Assistant Superintendent and Building Administrators

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for staff to train/revise/implement formative assessment strategies in assessing CCSS, NGSS, & MMC standards. Training will be facilitated by national (Solution Tree), regional, & KISD consultants/trainers and/or building level trainers/experts.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$15000	Title II Part A	State, Regional, & KISD Consultants, Building staff, building principals

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Activity - Action Research and Homework/Grading Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Building School Improvement Teams and PLCs to participate in action research training and development through national (Solution Tree), state, regional, and KISD consultants specific to homework and grading practices. The results of this research will be communicated with stakeholders. Additional provisions are made for stakeholders to participate in trainings on grading and homework best practices provided by national, state, regional, and/or KISD consultants.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$7500	Title II Part A	National/ME/regional/KISD consultants & trainers, BSI team, Building staff, Building Administration, Assistant Superintendent

Activity - Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of publishable pacing guides and curriculum maps as well as updating current guides to address targets	Curriculum Development	Tier 1		07/01/2018	07/01/2019	\$1800	Other	teaching staff and administration

Activity - 1:1 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
training and implementation of the 1:1 technology as well as creation of schoology assessments and online resources	Professional Learning, Curriculum Development, Technology	Tier 1	Getting Ready	07/01/2017	07/01/2018	\$1000	Title II Part A	teaching staff and administration

Activity - AP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional instruction for AP teachers	Direct Instruction	Tier 1	Implement	07/01/2018	07/01/2019	\$1000	Title II Part A	administration and AP teachers

Goal 3: All Students will be proficient in ELA and Content Area Writing

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth 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 writing performance level in English Language Arts by 06/06/2022 as measured by annual state assessments.

Strategy 1:

Gradual Release in Writing - 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:

Activity - Workshop Model and the CCSS Writing Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 as well as Solution Tree	Professional Learning	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$7290	Title II Part A	KISD Consultants, National and Regional Trainers, Building Administrators, Literacy Coaches, designated Teachers and Assistant Superintendent
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Strategy 2:

Title I and At-Risk Supplemental Supports for Writing Across the Content Areas - 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 HS Career Academy. The Career Academy and Your Choice Programs provide 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-line e-2020 seats for the Career Academy and credit recovery programs at the HS level

Category: English/Language Arts

Research Cited: 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).

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 Waringhouse Research Gere, Ann Ruggles, Leila Christenbury, and Kelli Sassi. 2005. Writing on Demand: Best Practices and Strategies For Success. Portsmouth, NH, Heinemann

Tier:

Activity - Secondary At-Risk Supplemental Service Providers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits for part time HS Staff to provide supplement support services in ELA and writing across the content areas for identified at risk students. The services include HS school-day tutorials for ELA and extended day tutorials in the core content areas. Provisions for personnel to provide extended year credit recovery programs in the core content areas, and secondary career and academic coaches dedicated for the Career Academy and Your Choice programs. Provisions also include the purchase of 60 E2020 seats for the HS Career Academy and Your Choice credit recovery programs.	Academic Support Program	Tier 2	Implement	07/01/2018	07/01/2019	\$69625	Section 31a	Tutors, Career and Academic Coaches, Building Administration and Assistant Superintendent

Strategy 3:

Migrant and ELL Supports Writing - Student who are identified as migrant and/or ELL will receive additional ELA and content area writing and vocabulary development support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. Support services for English Language development will be provided as part of the provisions for general education, yet additional researched-based supplemental support services will be provided through Title Ic, Title IIa and Title III.

Category: Learning Support Systems

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Research Cited: Hill, Jane D.& Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners.

ASCD, Alexandria, VA. 2006

Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehesible For English

Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philladelphia, PA. 2006

Tier:

Activity - Migrant and ELL Supplemental Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for salary and benefits for seasonal and year round supplemental support services in content area writing and vocabulary development for identified Migrant, ELL and Immigrant under the direction of certified and Highly Qualified ELL and Bilingual year-round teachers	Academic Support Program	Tier 2	Implement	07/01/2018	07/01/2019	\$158000	Title III, Title I Part C	Grants Coordinator, Supplemental Support Teachers and Support Staff, Building Administration, and Assistant Superintendent.

Activity - Management and Supervision of Migrant Program and	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provision for seasonal secretary, part time coordinator and student MEDS data manager, mileage for training and management and office supplies and materials for District Migrant Program	Academic Support Program	Tier 1	Implement	07/01/2018	07/01/2019	\$19200	Title III, Title I Part C	District Grants Coordinator and Office Staff, District Recruiter, and Assistant Superintendent
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Activity - Extended Day Programs for ELL Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for salary ,benefits, supplies and materials, and transportation costs for extended day content area vocabulary development in writing and tutoring for ELL students grade 3-12.	Academic Support Program	Tier 3	Implement	07/01/2018	07/01/2019	\$8286	Title III	Grants Coordinator , Lead Teacher, Supplemental Service Providers, Building Administrators, Operations Director and Assistant Superintendent

Activity - Family/Community Engagement for Migrant and ELL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made for part time seasonal and year round parent liaisons, seasonal recruiter, supplies and materials for PAC and Parent Involvement activities, mileage for recruiter and liaisons supporting ELL and Migrant families. These provisions include funding for providing communication in target languages to students/families/stakeholders.	Community Engagement	Tier 1	Implement	07/01/2018	07/01/2019	\$12380	Title I Part C, Title III	Grants Coordinator, Home/School Liaisons, Recruiter, Building Administration and Assistant Superintendent
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Strategy 4:

PLC, Curriculum and Assessment Development - 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 professional Learning activities designed 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: Career and College Ready

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: Tier 1

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made for staff to train/revise/implement formative assessment strategies in assessing CCSS, NGSS, & MMC standards. Training will be facilitated by national (Solution Tree), regional, & KISD consultants/trainers and/or building level trainers/experts.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$15000	Title II Part A	State, Regional, & KISD Consultants, Building staff, building principals
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Activity - Action Research and Homework/Grading Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Building School Improvement Teams and PLCs to participate in action research training and development through national (Solution Tree), state, regional, and KISD consultants specific to homework and grading practices. The results of this research will be communicated with stakeholders. Additional provisions are made for stakeholders to participate in trainings on grading and homework best practices provided by national, state, regional, and/or KISD consultants.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$7500	Title II Part A	National/MDE/regional/KISD consultants & trainers, BSI team, Building staff, Building Administration, Assistant Superintendent

Activity - Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of publishable pacing guides and curriculum maps	Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$1800	Other	Teaching staff and administration

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Activity - 1:1 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time and PD for implementing the 1:1 initiative	Professional Learning, Direct Instruction, Technology	Tier 1	Implement	07/01/2018	07/01/2019	\$1000	Title II Part A	Teaching staff and administration

Activity - AP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunity for AP teachers to attend AP related PD	Curriculum Development	Tier 1	Implement	07/01/2017	07/01/2018	\$2000	Title II Part A	Teaching staff and administration

Strategy 5:

Behavioral/Social Emotional Supplemental Support Services for HS At-Risk Students - Provisions made for the salary and benefits for the contracted services for a part time behavior interventionist at the HS Level to provide supplemental behavior/social and emotional support services. Intervention services are provided to identified students who meet the At-Risk criteria for behavior intervention.

Category: Career and College Ready

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

Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Responsiveness to Intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

Tier:

Activity - Behavior Interventionists Supplemental Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions of staffing for the implementation of behavior (social/emotional) support services for secondary age at-risk students.	Behavioral Support Program	Tier 1	Implement	07/01/2018	07/01/2019	\$124293	Section 31a	Building level Administration, Social Workers, Behavior Interventionist and Assistant Superintendent
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Goal 4: All students will be proficient in Science

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth 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 level in Science by 06/06/2022 as measured by annual state assessments.

Strategy 1:

ELL and Migrant Support In Science - Student who are identified as migrant and/or ELL will receive additional content area reading support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. Support services for English Language development will be provided as part of the provisions for general education, yet additional supplemental support services will be provided through Title Ic, Title IIa and Title III. The supports include the use of researched based, leveled, content area literacy supplemental resources including (K-2) Benchmark Literacy, (3-5) LEXIA Reading, English Explorers with Vocabulary Content Language, and 6-12 Cengage Inside and Edge text series for ELL students. On-line resources and materials in the students native language are provided through the resource purchases and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Secondary students receive dedicated electives providing additional time in ELA and Literacy development while elementary students receive pull-out services during the school day. Tutorial services will also be available during the school day in the core content areas and ELL students in grades 3-12 will be provided extended day tutorial services two days a week. Provisions will be made for professional training for staff. The training will focus on the effective use of the instructional resources and effective strategies for skill growth. Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons, seasonal bus aides and an attendance officer. PAC meetings will be held for our migrant and ELL families. The Title IC funding will support a seasonal secretary and part time administrator and coordinator of student management.

Category: Science

Research Cited: Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehesible For English

Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philadelphia, PA. 2006 Hill, Jane D. & Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners. ASCD, Alexandria, VA. 2006

Tier:

Activity - ELL Extended Day Supplemental Support Services in	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for salary and benefits, transportation and supplies for extended day content Vocabulary and tutoring for 3-12 ELL students in content area reading, writing and science	Academic Support Program	Tier 3	Implement	07/01/2018	07/01/2019	\$5752	Title III	Lead Teacher, Bilingual Tutors, Operations Director, Grants Coordinator, Building Administrator and Assistant Superintendent.

Strategy 2:

Gradual Release in Science - Teachers will implement Gradual Release 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

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 taken From

Tier:

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	07/01/2018	07/01/2019	\$2410	Title II Part A	KISD Consultants, KST, Building Science Leaders, Building Administration and Assistant Superintendent

Activity - NGSS Story Lines Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training at ISD for Next Gen Science Standards - storyline	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$1000	Title II Part A	Science Staff Administration ISD staff/trainers

Strategy 3:

PLC, Curriculum and Assessment Development - 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 professional Learning activities designed 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: Science

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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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	07/01/2018	07/01/2019	\$3200	General Fund	MSE /Regional ASSIST trainers, KISD School Improvement Consultants, KISD Data Warehouse Trainers, BSI Teams, Building Administrators and Assistant Superintendent
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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for staff to train/revise/implement formative assessment strategies in assessing CCSS, NGSS, & MMC standards. Training will be facilitated by national (Solution Tree), regional, & KISD consultants/trainers and/or building level trainers/experts.	Direct Instruction	Tier 1	Implement	07/01/2018	07/01/2019	\$15000	Title II Part A	State, Regional, & KISD Consultants, Building staff, building principals

Activity - Action Research and Homework/Grading Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made for Building School Improvement Teams and PLCs to participate in action research training and development through national (Solution Tree), state, regional, and KISD consultants specific to homework and grading practices. The results of this research will be communicated with stakeholders. Additional provisions are made for stakeholders to participate in trainings on grading and homework best practices provided by national, state, regional, and/or KISD consultants.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$7500	Title II Part A	National/MD/ regional /KISD consultants & trainers, BSI team, Building staff, Building Administration, Assistant Superintendent
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Activity - Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop publishable pacing guides and curriculum maps	Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$1800	Other	Teaching staff and administration

Activity - AP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for AP teachers to attend AP sponsored PD	Professional Learning, Direct Instruction, Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$2000	Title II Part A	AP teachers and administration

Activity - 1:1 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Additional training for the 1:1 technology initiative implementation to include schoology assessments and other online resources	Professional Learning, Direct Instruction, Technology	Tier 1	Implement	07/01/2018	07/01/2019	\$1000	Title II Part A	teaching staff and administration
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Strategy 4:

Title 1 and At Risk Supplemental Supports in Science - Designated staff supported by 31-A funding will provide secondary 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. Provision made in Title IIa funding will provide service providers Professional All service providers are Highly Qualified in the content areas of service. 31-A provisions will support the academic and career coaches and instructional materials and resources in the new HS Career. The Career Academy and Your Choice Programs provide non-traditional approaches 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: Science

Research Cited: 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).

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.

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/>

Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Responsiveness to Intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

Tier:

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Activity - Secondary At Risk Supplemental Support Services in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits for part-time HS Staff to provide supplement support services for at risk students in science to include school day and extended day tutorials in the core content areas and extended year credit recovery programs in the core content areas. AT risk funding support is provided for secondary career and academic coaches dedicated for the Career Academy and Your Choice programs. Provisions also made for the purchase of instructional supplies and materials including instructional technologies and E2020 seats for the HS career academy and the credit recovery program. Research additional support programs to support science students at risk (Edify).	Academic Support Program	Tier 3	Implement	07/01/2018	07/01/2019	\$122675	Section 31a	Academic and Career Coaches, Tutors, Building Administration, Supplemental Service Providers, and Assistant Superintendent

Goal 5: All students will be proficient in Social Studies

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth 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 in Social Studies by 06/06/2022 as measured by annual state assessments.

Strategy 1:

Gradual Release in Social Studies - Teachers will implement Gradual Release 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](#)

Sparta Senior High School

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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

Increasing Student Achievement (2004)

Tier:

Activity - Learning Targets for C3 and the 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 C3 and CCSS Literacy Standards. Training will be facilitated by the KISD Social Studies Consultants and regional/state trainers for the MC3 National Social Studies project. Funding is covered in the content area Reading and Writing CCSS activities. To include instructional technology strategies as listed in METS and NETS as well as CCSS instructional technology.	Professional Learning	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$1620	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 in SS	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 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	07/01/2018	07/01/2019	\$2376	Title II Part A	KISD Literacy and Cognitive Coaches Network, BSI Teams, Host Teachers, District Facilitators, Building Administrators and Assistant Superintendent
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Strategy 2:

PLC, Curriculum and Assessment Development - Teachers will utilize multiple means of student assessment and performance data to guide decisions for building, course level and content area improvements in student achievement. Identified staff and administrators will continue 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: Social Studies

Research Cited: Marzano, Pickering &

Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement

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

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
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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	07/01/2018	07/01/2019	\$3200	General Fund	MDE/ISD ASSIST Trainers, KISD School Improvement Consultants, KISD Data Warehouse Consultants, BSI Teams, Building Administrators and Assistant Superintendent
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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for staff to train/revise/implement formative assessment strategies in assessing CCSS, NGSS, & MMC standards. Training will be facilitated by national (Solution Tree), regional, & KISD consultants/trainers and/or building level trainers/experts.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$15000	Title II Part A	State, Regional, & KISD Consultants, Building staff, building principals

Activity - Action Research and Homework/Grading Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made for Building School Improvement Teams and PLCs to participate in action research training and development through national (Solution Tree), state, regional, and KISD consultants specific to homework and grading practices. The results of this research will be communicated with stakeholders. Additional provisions are made for stakeholders to participate in trainings on grading and homework best practices provided by national, state, regional, and/or KISD consultants.	Direct Instruction	Tier 1	Implement	07/01/2018	07/01/2019	\$7500	Title II Part A	National/MD/regional /KISD consultants & trainers, BSI team, Building staff, Building Administration, Assistant Superintendent
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Activity - Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
creation of publishable curriculum maps and pacing guides	Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$1800	Other	teaching staff and administration

Activity - 1:1 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
training and implementation of the 1:1 technology initiative as well as create schoology assessments and online resources	Professional Learning, Curriculum Development, Technology	Tier 1	Implement	07/01/2018	07/01/2019	\$1000	Title II Part A	teaching staff and administration

Activity - AP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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AP training for teaching staff	Professional Learning, Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$2000	Title II Part A	teaching staff and administration
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Strategy 3:

Title 1 and At Risk Supplemental Supports in Social Studies - Designated staff supported by 31-A funding will provide secondary 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. Provision made in Title IIa funding will provide service providers Professional Development needed to effectively perform the program services including. All service providers are Highly Qualified in the content areas of service. 31-A provisions will support the academic and career coaches and instructional materials and resources 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: Social Studies

Research Cited: Johnson, E. Mellard, D.F., Fuchs, D., & McNight, M.A. (2006). Responsiveness to Intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

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

ASCD, Alexandria, VA. 2002

Tier:

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Activity - At Risk Supplemental Support Services in Social	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for the salary and benefits for part time HS Staff to provide supplement support services for at risk students in social studies to include extended day tutorials in the core content areas and extended year credit recovery programs in the core content areas. AT risk funding support is provided for secondary career and academic coaches dedicated for the Career Academy program. Provisions also made for the purchase of instructional supplies and materials including instructional technologies and E2020 seats for the HS career academy and Your Choice programs and the credit recovery programs.	Academic Support Program	Tier 2	Implement	07/01/2018	07/01/2019	\$69625	Section 31a	Career and Academic Coaches, Tutors, Supplemental Service Providers, Building Administrators, and Assistant Superintendent.

Strategy 4:

ELL and Migrant Supports in Social Studies - Student who are identified as migrant and/or ELL will receive additional content area reading support services by trained seasonal and year-round staff under the direction of certified year-round ELL and Bilingual teachers. Support services for English Language development will be provided as part of the provisions for general education, yet additional supplemental support services will be provided through Title Ic, Title IIa and Title III. The supports include the use of researched based, leveled, content area literacy supplemental resources including Cengage Inside and Edge text series for ELL students. On-line resources and materials in the students native language are provided through the resource purchases and accessed through the recent technology purchases dedicated for ELL and Migrant populations. Secondary students receive dedicated electives providing additional time in ELA and Literacy development. Tutorial services will also be available during the school day in the core content areas and ELL students in grades 9-12 will be provided extended day tutorial services two days a week. Provisions will be made for professional training for staff. The training will focus on the effective use of the instructional resources and effective strategies for skill growth. Provisions will also be made to increase the connection between the school and the home/community to include home/school liaisons, and an attendance officer. PAC meetings will be held for our migrant and ELL families. The Title IC funding will support a seasonal secretary and part time administrator and coordinator of student management.

Category: Social Studies

Research Cited: Hill, Jane D.& Flynn, Kathleen M., Classroom Instruction that Works With the English Language Learners.

ASCD,Alexandria, VA. 2006

Echevarria, Jana, Vogt, MaryEllen & Short, Deborah. Making Content Comprehesible For English

Learners: The SIOP Model. Pearson Ed. INC, Boston, MA. 2008

Hamayn, Else & Freeman, Rebecca. English Language Learners at School: A Guide for Administrators.

Carson, INC. Philladelphia, PA. 2006

Tier:

Activity - ELL Extended Day Tutorials in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for salary and benefits, transportation and supplies for extended day tutoring for 9-12 ELL students in content area reading, writing and Social Studies.	Academic Support Program	Tier 2	Implement	07/01/2018	07/01/2019	\$5752	Title III	Lead Teacher, Bilingual Tutors, Transportation Director, Grants Coordinator, Building Administrators, and Assistant Superintendent.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family/Community Engagement for Migrant and ELL	Provisions made for part time seasonal and year round parent liaisons, seasonal recruiter, supplies and materials for PAC and Parent Involvement activities, mileage for recruiter and liaisons supporting ELL and Migrant families. These provisions include funding for providing communication in target languages to students/families/stakeholders.	Community Engagement	Tier 1	Implement	07/01/2018	07/01/2019	\$6190	Grants Coordinator, Home/School Liaisons, Recruiter, Building Administration and Assistant Superintendent
Migrant and ELL Supplemental Service Providers	The provisions for seasonal and year round instructional supplemental support service providers in content area reading for Identified Migrant, Immigrant and ELL students	Academic Support Program	Tier 1	Implement	07/01/2018	06/01/2019	\$69925	Title Grants Coordinator, Assistant Superintendent, Building Administration, HQ Teachers and Supplemental Service providers

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Oversight and management of Migrant Program	Provision for seasonal secretary, part time coordinator and student data manager, recruiter, mileage and office supplies and materials for District Migrant Program.	Academic Support Program	Tier 1	Implement	07/01/2018	07/01/2019	\$9100	Title Grant Coordinator and MEDS Data Specialist, Secretary, Assistant Superintendent, Building Administration and Finance Director
Management and Supervision of Migrant Program and	Provision for seasonal secretary, part time coordinator and student MEDS data manager, mileage for training and management and office supplies and materials for District Migrant Program	Academic Support Program	Tier 1	Implement	07/01/2018	07/01/2019	\$9600	District Grants Coordinator and Office Staff, District Recruiter, and Assistant Superintendent
Migrant and ELL Supplemental Supports	Provisions made for salary and benefits for seasonal and year round supplemental support services in content area writing and vocabulary development for identified Migrant, ELL and Immigrant under the direction of certified and Highly Qualified ELL and Bilingual year-round teachers	Academic Support Program	Tier 2	Implement	07/01/2018	07/01/2019	\$79000	Grants Coordinator, Supplemental Support Teachers and Support Staff, Building Administration, and Assistant Superintendent.

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ELL Family and Community Supports	Provisions made for part time parent liaisons, mileage, and supplies and material for ELL students and families. These provisions include funding for providing communication in target languages to students/families/stakeholders.	Community Engagement		Implement	07/01/2018	07/01/2019	\$6200	Grants Coordinator, Liaisons,, Supplemental Service Providers, Building Administrators, Assistant Superintendent
Family/Community Support Services	Provisions made for part time parent liaison, mileage, and supplies and material for ELL students and families. These provisions include funding for providing communication in target languages to students/families/stakeholders.	Community Engagement	Tier 1	Implement	07/01/2017	07/01/2018	\$6190	Grants Coordinator, Assistant Superintendent, Liaisons, and Operations Director

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Extended Day Supplemental Support Services in	Provisions for salary and benefits, transportation and supplies for extended day content Vocabulary and tutoring for 3-12 ELL students in content area reading, writing and science	Academic Support Program	Tier 3	Implement	07/01/2018	07/01/2019	\$5752	Lead Teacher, Bilingual Tutors, Operations Director, Grants Coordinator, Building Administrators and Assistant Superintendent.

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Migrant and ELL Supplemental Service Providers	The provisions for seasonal and year round instructional supplemental support service providers in content area reading for Identified Migrant, Immigrant and ELL students	Academic Support Program	Tier 1	Implement	07/01/2018	06/01/2019	\$69925	Title Grants Coordinator , Assistant Superintendent, Building Administration, HQ Teachers and Supplemental Service providers
ELL Extended Day Tutorials in Social Studies	Provisions for salary and benefits, transportation and supplies for extended day tutoring for 9-12 ELL students in content area reading, writing and Social Studies.	Academic Support Program	Tier 2	Implement	07/01/2018	07/01/2019	\$5752	Lead Teacher, Bilingual Tutors, Transportation Director, Grants Coordinator , Building Administrators, and Assistant Superintendent.
Family/Community Support Services	Provisions made for part time parent liaison, mileage, and supplies and material for ELL students and families. These provisions include funding for providing communication in target languages to students/families/stakeholders.	Community Engagement	Tier 1	Implement	07/01/2017	07/01/2018	\$6190	Grants Coordinator , Assistant Superintendent, Liaisons, and Operations Director

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Migrant and ELL Supplemental Supports	Provisions made for salary and benefits for seasonal and year round supplemental support services in content area writing and vocabulary development for identified Migrant, ELL and Immigrant under the direction of certified and Highly Qualified ELL and Bilingual year-round teachers	Academic Support Program	Tier 2	Implement	07/01/2018	07/01/2019	\$79000	Grants Coordinator, Supplemental Support Teachers and Support Staff, Building Administration, and Assistant Superintendent.
Extended Day Programs for ELL Students	Provisions made for salary ,benefits, supplies and materials, and transportation costs for extended day content area vocabulary development in writing and tutoring for ELL students grade 3-12.	Academic Support Program	Tier 3	Implement	07/01/2018	07/01/2019	\$8286	Grants Coordinator, Lead Teacher, Supplemental Service Providers, Building Administrators, Operations Director and Assistant Superintendent
Management and Supervision of Migrant Program and	Provision for seasonal secretary, part time coordinator and student MEDS data manager, mileage for training and management and office supplies and materials for District Migrant Program	Academic Support Program	Tier 1	Implement	07/01/2018	07/01/2019	\$9600	District Grants Coordinator and Office Staff, District Recruiter, and Assistant Superintendent

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Extended Day Tutoring for ELLs in Reading	Provisions for salary and benefits, transportation and supplies for extended day tutoring for 9-12 ELL students in content area reading and ELA.	Academic Support Program	Tier 1	Monitor	07/01/2018	07/01/2019	\$8286	Lead Teacher, Grant Coordinator, Assistant Superintendent, Operation Manager, Tutors (ELL/Migrant Bilingual Support Staff)
Family/Community Engagement for Migrant and ELL	Provisions made for part time seasonal and year round parent liaisons, seasonal recruiter, supplies and materials for PAC and Parent Involvement activities, mileage for recruiter and liaisons supporting ELL and Migrant families. These provisions include funding for providing communication in target languages to students/families/stakeholders.	Community Engagement	Tier 1	Implement	07/01/2018	07/01/2019	\$6190	Grants Coordinator, Home/School Liaisons, Recruiter, Building Administration and Assistant Superintendent
Extended Day ELL Tutoring	Provisions for salary and benefits of staff, transportation and supplies for extended day content vocabulary development and tutoring for 3-12 ELL students in math.	Academic Support Program		Implement	07/01/2018	07/01/2019	\$5802	Lead Teacher, tutors, Grants Coordinator, operations director, Building Administrators and Assistant Superintendent

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>At Risk Supplemental Support Services in Social</p>	<p>Provisions for the salary and benefits for part time HS Staff to provide supplement support services for at risk students in social studies to include extended day tutorials in the core content areas and extended year credit recovery programs in the core content areas. AT risk funding support is provided for secondary career and academic coaches dedicated for the Career Academy program. Provisions also made for the purchase of instructional supplies and materials including instructional technologies and E2020 seats for the HS career academy and Your Choice programs and the credit recovery programs.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2018</p>	<p>07/01/2019</p>	<p>\$69625</p>	<p>Career and Academic Coaches, Tutors, Supplemental Service Providers, Building Administrators, and Assistant Superintendent.</p>
<p>Behavior Interventionists Supplemental Support Staff</p>	<p>Provisions of staffing for the implementation of behavior (social/emotional) support services for secondary age at-risk students.</p>	<p>Behavioral Support Program</p>		<p>Implement</p>	<p>07/01/2018</p>	<p>07/01/2019</p>	<p>\$124293</p>	<p>Building level Administration, Social Workers, Behavior Interventionist and Assistant Superintendent</p>
<p>Secondary At-Risk Supplemental Service Providers</p>	<p>Provisions for the salary and benefits for part time HS Staff to provide supplement support services in ELA and writing across the content areas for identified at risk students. The services include HS school-day tutorials for ELA and extended day tutorials in the core content areas. Provisions for personnel to provide extended year credit recovery programs in the core content areas, and secondary career and academic coaches dedicated for the Career Academy and Your Choice programs. Provisions also include the purchase of 60 E2020 seats for the HS Career Academy and Your Choice credit recovery programs.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2018</p>	<p>07/01/2019</p>	<p>\$69625</p>	<p>Tutors, Career and Academic Coaches, Building Administration and Assistant Superintendent</p>

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Secondary Supplemental Support Services for At-Risk	Provisions for the salary and benefits for part time Middle School and HS Staff to provide supplement support services for at risk students in mathematics to include school day dedicated electives in math at the MS level (6-8), and HS school-day tutorials for course level math and seminar time usage. Support provided to staff HS extended day tutorials in the core content areas. Provisions for an extended year credit recovery programs in the core content areas, and secondary career and academic coaches dedicated for the Career Academy and Your Choice programs.	Academic Support Program		Implement	07/01/2018	07/01/2019	\$137135	Building Administrators, teachers, academic career coaches, and assistant superintendent
Behavior Interventionists Supplemental Support Staff	Provisions of staffing for the implementation of behavior (social/emotional) support services for secondary age at-risk students.	Behavioral Support Program	Tier 1	Implement	07/01/2018	07/01/2019	\$124293	Building level Administration, Social Workers, Behavior Interventionist and Assistant Superintendent
Secondary At-Risk Supplemental Support Services	Provisions for the salary and benefits for part time Middle School and HS Staff to provide supplement support services for at risk students in reading to include school day dedicated electives for content area reading at the MS level (6-8), and HS school-day tutorials for ELA. Support provided to staff HS extended day tutorials in the core content areas. Provisions for an extended year credit recovery programs in the core content areas, and secondary career and academic coaches dedicated for the Career Academy program. Provisions also include the purchase of 60 E2020 seats for the career academy and the credit recovery program	Academic Support Program	Tier 1	Evaluate	07/01/2018	07/01/2019	\$137125	Building Level Administrators, Designated Teachers and Support Staff, Career and Academic Coaches and the Assistant Superintendent

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<p>Secondary At Risk Supplemental Support Services in Science</p>	<p>Provisions for the salary and benefits for part-time HS Staff to provide supplement support services for at risk students in science to include school day and extended day tutorials in the core content areas and extended year credit recovery programs in the core content areas. AT risk funding support is provided for secondary career and academic coaches dedicated for the Career Academy and Your Choice programs. Provisions also made for the purchase of instructional supplies and materials including instructional technologies and E2020 seats for the HS career academy and the credit recovery program. Research additional support programs to support science students at risk (Edify).</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>07/01/2018</p>	<p>07/01/2019</p>	<p>\$122675</p>	<p>Academic and Career Coaches, Tutors, Building Administration, Supplemental Service Providers, and Assistant Superintendent</p>
<p>Supplemental support materials for At-Risk Students</p>	<p>Provisions made for the supplies and materials for supplemental math support services for students identifies as at-risk in mathematics. Provisions include Accelerated Math for MS and HS , and E-2020 Licenses for HS Career Academy and credit recovery programs.</p>	<p>Academic Support Program</p>		<p>Implement</p>	<p>07/01/2018</p>	<p>07/01/2019</p>	<p>\$30800</p>	<p>Assistant Superintendent, Supplemental Support Teachers, Academic Coaches, and Supplemental Service Providers</p>

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<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>Implement</p>	<p>07/01/2018</p>	<p>07/01/2019</p>	<p>\$6040</p>	<p>Building Administrators, School Nurse, Regional CPI Trainer, Special Education Supervisor and Assistant Superintendent</p>
<p>Learning Targets for C3 and the 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 C3 and CCSS Literacy Standards. Training will be facilitated by the KISD Social Studies Consultants and regional/state trainers for the MC3 National Social Studies project. Funding is covered in the content area Reading and Writing CCSS activities. To include instructional technology strategies as listed in METS and NETS as well as CCSS instructional technology.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2018</p>	<p>07/01/2019</p>	<p>\$1620</p>	<p>State/Regional C3 Trainers, KISD Social Studies Consultants, Building Administration, Building Social Studies Leaders, and Assistant Superintendent.</p>
<p>Professional Development ELL and Migrant</p>	<p>Professional Training for supplemental support staff regarding resources and materials for program delivery, WIDA training, and state administration training for special populations</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>07/01/2017</p>	<p>07/01/2018</p>	<p>\$1500</p>	<p>Title Coordinator, Assistant Superintendent, Recruiter, Resource Program Representatives and MDE State Trainers</p>

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Formative Assessment	Provisions made for staff to train/revise/implement formative assessment strategies in assessing CCSS, NGSS, & MMC standards. Training will be facilitated by national (Solution Tree), regional, & KISD consultants/trainers and/or building level trainers/experts.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$15000	State, Regional, & KISD Consultants , Building staff, building principals
Teacher Evaluation and Instruction Leadership	Provision for Building and District Administration to engage in a series of instructional leadership and teacher evaluation trainings with regional Leadership Trainer Deb McFalone and explore/begin implementation of new teacher evaluation models	Professional Learning	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$4500	Superintendent, Trainer, Assistant Superintendent and Building Administrators
CCSS Math Instructional Strategies	Provisions made for staff participation in CCSS math instructional strategies professional development activities to improve understanding student performance in mathematics. The PD includes orchestrating math conversations Sketchpad Usage ,and K-9 in-district Math Expressions and Big Ideas Pilot Trainings.. Trainings facilitated through Regional Math and Science Center Kent ISD and Textbook Co. Trainers as well as Solution Tree. AP College Board Trainings	Professional Learning	Tier 1	Implement	07/01/2018	07/01/2019	\$4920	Building Administration, Textbook Co.Trainers , Math and Science Center Trainers, Kent ISD Math Consultants Teachers Assistant Superintendent.
1:1 Training	training and implementation of the 1:1 technology as well as creation of schoology assessments and online resources	Professional Learning, Curriculum Development, Technology	Tier 1	Getting Ready	07/01/2017	07/01/2018	\$1000	teaching staff and administration

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Additional Training for New Math Series	Provide additional Training for K-8 and HS math teachers in how to use the new math series being piloted this year: Math Expressions K-5 Math , Big Ideas at MS and HS Algebra I, Algebra 2, and Geometry	Professional Learning, Direct Instruction, Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$11000	Assistant Superintendent, Math Consultants Building Principals, Designated staff, Textbook Company Representatives
AP Training	Provide additional training opportunities for AP teachers.	Professional Learning, Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$2000	AP teachers and administration
AP Training	Provide opportunity for AP teachers to attend AP related PD	Curriculum Development	Tier 1	Implement	07/01/2017	07/01/2018	\$2000	Teaching staff and administration
Action Research and Homework/Grading Practices	Provisions made for Building School Improvement Teams and PLCs to participate in action research training and development through national (Solution Tree), state, regional, and KISD consultants specific to homework and grading practices. The results of this research will be communicated with stakeholders. Additional provisions are made for stakeholders to participate in trainings on grading and homework best practices provided by national, state, regional, and/or KISD consultants.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$7500	National/MDE/regional/KISD consultants & trainers, BSI team, Building staff, Building Administration, Assistant Superintendent

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Learning Labs and Modeled Instruction in SS	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	07/01/2018	07/01/2019	\$2376	KISD Literacy and Cognitive Coaches Network, BSI Teams, Host Teachers, District Facilitators, Building Administrators and Assistant Superintendent
Formative Assessment	Provisions made for staff to train/revise/implement formative assessment strategies in assessing CCSS, NGSS, & MMC standards. Training will be facilitated by national (Solution Tree), regional, & KISD consultants/trainers and/or building level trainers/experts.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$15000	State, Regional, & KISD Consultants, Building staff, building principals
AP Training	AP training for teaching staff	Professional Learning, Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$2000	teaching staff and administration
1:1 Training	training and implementation of the 1:1 technology initiative as well as create schoology assessments and online resources	Professional Learning, Curriculum Development, Technology	Tier 1	Implement	07/01/2018	07/01/2019	\$1000	teaching staff and administration
Action Research and Homework/Grading Practices	Provisions made for Building School Improvement Teams and PLCs to participate in action research training and development through national (Solution Tree), state, regional, and KISD consultants specific to homework and grading practices. The results of this research will be communicated with stakeholders. Additional provisions are made for stakeholders to participate in trainings on grading and homework best practices provided by national, state, regional, and/or KISD consultants.	Direct Instruction	Tier 1	Implement	07/01/2018	07/01/2019	\$7500	National/ME/regional/KISD consultants & trainers, BSI team, Building staff, Building Administration, Assistant Superintendent

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Formative Assessment	Provisions made for staff to train/revise/implement formative assessment strategies in assessing CCSS, NGSS, & MMC standards. Training will be facilitated by national (Solution Tree), regional, & KISD consultants/trainers and/or building level trainers/experts.	Direct Instruction	Tier 1	Implement	07/01/2018	07/01/2019	\$15000	State, Regional, & KISD Consultants, Building staff, building principals
PLC PD	Provisions for PLC Leadership team to attend participate in pd and training activities in preparation for PLC initial district wide initiative implementation. Extend the PLC training to more staff members through Solution Tree. Included within this is exploring bringing in a Solution Tree presenter to work with SHS staff on PLC & formative assessment matters (Tim Brown).	Professional Learning	Tier 1	Implement	07/01/2018	07/01/2019	\$1240	Designated Teachers, Building and District Administration
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	07/01/2018	07/01/2019	\$2410	KISD Consultants, KST, Building Science Leaders, Building Administration and Assistant Superintendent
AP Training	PD for AP teachers to attend AP sponsored PD	Professional Learning, Direct Instruction, Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$2000	AP teachers and administration

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Action Research and Homework/Grading Practices	Provisions made for Building School Improvement Teams and PLCs to participate in action research training and development through national (Solution Tree), state, regional, and KISD consultants specific to homework and grading practices. The results of this research will be communicated with stakeholders. Additional provisions are made for stakeholders to participate in trainings on grading and homework best practices provided by national, state, regional, and/or KISD consultants.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$7500	National/MDE/regional /KISD consultants & trainers, BSI team, Building staff, Building Administration, Assistant Superintendent
Workshop Model, CCSS Literacy, & SAT 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. Additionally, provide opportunities to staff to be trained in the SAT and SAT testing strategies for students.	Professional Learning	Tier 1	Implement	07/01/2018	07/01/2019	\$4294	Building Administrators, MAISA Trainers, ISD Teaching and Learning Trainers, National Trainers, Literacy Coaches, and Assistant Superintendent
Teacher Training - SAT Math	Provide additional training for the math department in SAT testing parameters and teaching strategies to help prepare the student body for SAT test. Provide PD and PLC time to update courses as related to SAT topics and testable items	Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$5000	Math department staff Kent ISD Trainers Building Administration
MDE Administrative Training	Provisions made for Grants Coordinator and Assistant Superintendent to attend State conferences including Special Populations, Nand BAA Data and Accountability Conferences	Professional Learning	Tier 1	Evaluate	07/01/2018	07/01/2019	\$1100	Grants Coordinator, MDE Consultants and Assistant Superintendent

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Formative Assessment	Provisions made for staff to train/revise/implement formative assessment strategies in assessing CCSS, NGSS, & MMC standards. Training will be facilitated by national (Solution Tree), regional, & KISD consultants/trainers and/or building level trainers/experts.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$15000	State, Regional, & KISD Consultants , Building staff, building principals
Workshop Model and the CCSS Writing Literacy	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 as well as Solution Tree	Professional Learning	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$7290	KISD Consultants , National and Regional Trainers, Building Administrators, Literacy Coaches, designated Teachers and Assistant Superintendent
NGSS Story Lines Training	Teacher training at ISD for Next Gen Science Standards - storyline	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$1000	Science Staff Administration ISD staff/trainers
Formative Assessment	Provisions made for staff to train/revise/implement formative assessment strategies in assessing CCSS, NGSS, & MMC standards. Training will be facilitated by national (Solution Tree), regional, & KISD consultants/trainers and/or building level trainers/experts.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$15000	State, Regional, & KISD Consultants , Building staff, building principals

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METS,NETS and CCSS Instructional Technology	Provisions for purchasing for staff to attend workshops and in district trainings for the effective use of instructional/assistive technologies and embedding the METS,NETS and CCSS Technology Standards into the instructional strategies of the grade and course level intended learning outcomes.	Professional Learning	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$6900	ISD Technology Consultants, District Trainers of Trainers, Building Administration, ISD Assistive Technology Trainers, and Assistant Superintendent
1:1 Training	Time and PD for implementing the 1:1 initiative	Professional Learning, Direct Instruction, Technology	Tier 1	Implement	07/01/2018	07/01/2019	\$1000	Teaching staff and administration
AP Training	Provide additional instruction for AP teachers	Direct Instruction	Tier 1	Implement	07/01/2018	07/01/2019	\$1000	administration and AP teachers
1:1 Training	Additional training for the 1:1 technology initiative implementation to include schoology assessments and other online resources	Professional Learning, Direct Instruction, Technology	Tier 1	Implement	07/01/2018	07/01/2019	\$1000	teaching staff and administration
1 to 1	Provide additional training and support as well as time for staff to continue to develop tests, lessons, and resources using technology to support one to one initiative	Technology	Tier 1	Implement	07/01/2018	07/01/2019	\$3500	All building level staff and administration

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CCSS Math Instructional Strategies	Provisions made for staff participation in CCSS math instructional strategies professional development activities to improve understanding student performance in mathematics. The PD includes orchestrating math conversations Sketchpad Usage ,and K-9 in-district Math Expressions and Big Ideas Pilot Trainings.. Trainings facilitated through Regional Math and Science Center Kent ISD and Textbook Co. Trainers as well as Solution Tree. AP College Board Trainings	Professional Learning	Tier 1	Implement	07/01/2018	07/01/2019	\$1100	Building Administration, Textbook Co.Trainers , Math and Science Center Trainers, Kent ISD Math Consultants Teachers Assistant Superintendent.
Action Research and Homework/Grading Practices	Provisions made for Building School Improvement Teams and PLCs to participate in action research training and development through national (Solution Tree), state, regional, and KISD consultants specific to homework and grading practices. The results of this research will be communicated with stakeholders. Additional provisions are made for stakeholders to participate in trainings on grading and homework best practices provided by national, state, regional, and/or KISD consultants.	Direct Instruction	Tier 1	Getting Ready	07/01/2018	07/01/2019	\$7500	National/M DE/regional /KISD consultants & trainers, BSI team, Building staff, Building Administration, Assistant Superintendent

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Pacing Guides	creation of publishable curriculum maps and pacing guides	Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$1800	teaching staff and administration
Pacing Guides	Creation of publishable pacing guides and curriculum maps as well as updating current guides to address targets	Curriculum Development	Tier 1		07/01/2018	07/01/2019	\$1800	teaching staff and administration
Pacing Guides	Develop publishable pacing guides and curriculum maps	Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$1800	Teaching staff and administration

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Pacing Guides	Creation of publishable pacing guides and curriculum maps	Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$1800	Teaching staff and administration
Pacing Guides	Time is needed to put together and update publishable curriculum map and pacing guides.	Curriculum Development	Tier 1	Implement	07/01/2018	07/01/2019	\$1800	Teaching staff and administration

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ASSIST Training	Provisions made for Building School Improvement Teams to participate Assist Evaluation Training KISD School Improvement Consultants	Professional Learning	Tier 1	Implement	07/01/2018	07/01/2019	\$2400	MDE SI Consultants , KISD SI Consultants , Building SI Teams, Building Administrators and Assistant Superintendent
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	07/01/2018	07/01/2019	\$3200	MSE /Regional ASSIST trainers, KISD School Improvement Consultants , KISD Data Warehouse Trainers, BSI Teams, Building Administrators and Assistant Superintendent

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<p>Action Research and ASSIST Training</p>	<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>07/01/2018</p>	<p>07/01/2019</p>	<p>\$3200</p>	<p>MDE/ISD ASSIST Trainers, KISD School Improvement Consultants, KISD Data Warehouse Consultants, BSI Teams, Building Administrators and Assistant Superintendent</p>
<p>English Language Instruction for ELLs</p>	<p>Provisions for staffing the English Language instruction for ELL Students by general education bilingual service providers. Provisions also made for training of general education teachers in using effective instructional strategies in content area literacy for ELL students by national expert through KISD.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2017</p>	<p>07/01/2018</p>	<p>\$80000</p>	<p>Assistant Superintendent, ELL and Bilingual Teachers and Support Staff, General Education Teachers and Building Administration</p>