

MacGowan School Goals for School Improvement 2019-2020

MacGowan School
Redford Union Schools, District No. 1

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Overview

Plan Name

MacGowan School Goals for School Improvement 2019-2020

Plan Description

MacGowan SIP Goals 2019-20

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 first grade students will achieve grade level benchmarks in reading.	Objectives: 1 Strategies: 6 Activities: 11	Academic	\$437355
2	Improve school and classroom climate and culture for all students.	Objectives: 2 Strategies: 6 Activities: 13	Organizational	\$61550
3	All students at MacGowan will be proficient in the the grade level benchmarks in Math.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$85000
4	All students at MacGowan will become proficient in STEM.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All first grade students will achieve grade level benchmarks in reading.

Measurable Objective 1:

60% of First grade students will demonstrate a proficiency in reaching grade level benchmarks in English Language Arts by 06/01/2020 as measured by DRA scores.

Strategy 1:

Small Group Literacy and Intervention - The Literacy Specialist, Response to Interventionist and Academic Teaching assistants will work with struggling students in reading and writing in small groups and individually. They will provide targeted instruction to tier 1 and 2 to meet the specific needs of the students based on researched based models. These interventions will be in addition to daily small group instruction at their level in the classroom. Students who receive literacy intervention will be those functioning below the expected level for their grade as identified by the DRA, NWEA and teacher observation. These interventions will be scheduled in 6-8 week intervals.

Category: Learning Support Systems

Research Cited: Allington, R. (2013) "What Really Matters for Struggling Readers", designing researched based programs by Addison Wesley Publishers Inc.

Tier: Tier 2

Activity - Small Group Literacy and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Specialist, Response to Interventionist and trained academic teaching assistants will work with struggling readers and writers in small groups and individually for targeted instruction using research based models of intervention. Information about the child's instruction will be shared between teachers and interventionists to ensure consistency.	Academic Support Program	Tier 2	Monitor	11/11/2019	06/03/2020	\$194600	Section 31a, Title I Part A	Literacy Specialist, Response to Interventionist, Assistants, Principal

Activity - Professional Learning in Literacy Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued training will be offered to Academic Teaching Assistants by the Literacy Specialist.	Professional Learning	Tier 2	Monitor	10/01/2019	06/01/2020	\$0	No Funding Required	Literacy Specialist

Strategy 2:

Small Group Guided Reading Instruction - All kindergarten and first grade teachers will utilize Literacy Footprints for guided reading instruction based on the work of Jan Richardson. Teachers will meet with small group guided reading groups utilizing leveled readers at each student's level while other students are involved in independent literacy activities using the Daily Five model for first grade and workshop model for kindergarten.

Category: English/Language Arts

Research Cited: <http://www.janrichardsonguidedreading.com/research>

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"What Really Matter for Struggling Readers" by Richard Allington pgs. 38 & 39

Tier: Tier 1

Activity - Guided Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and first grade teachers will deliver literacy instruction in small guided reading groups utilizing leveled reader lessons from Literacy Footprints while other students are engaged in independent literacy activities.	Direct Instruction	Tier 1	Monitor	10/14/2019	06/05/2020	\$0	No Funding Required	Literacy Specialist, Classroom teachers, principal
Activity - Daily Five Professional Learning and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MacGowan teachers use the Daily Five model for literacy rotation while the teacher is meeting with small groups for guided reading. Professional learning will be delivered during weekly grade level meetings and coaching sessions to review the Daily Five model and make improvements in the use of the Daily Five to ensure all students are engaged in meaningful literacy activities.	Teacher Collaboration, Professional Learning, Walkthrough	Tier 1	Monitor	09/12/2019	06/05/2020	\$0	No Funding Required	Kathy Robbins, Principal Laura Dorais, Literacy Specialist teachers
Activity - Foundational Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be receive professional learning and materials in teaching foundational skills.	Professional Learning	Tier 1	Getting Ready	08/20/2019	11/05/2019	\$3000	Title II Part A, Title II Part A	Curriculum Director, Principal, Literacy Specialist, Teachers
Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will meet with the coach and principal at the beginning of the year to determine an area of need in literacy to improve upon for coaching during the literacy block. A survey will be completed by the teacher about their strengths and weaknesses in literacy instruction. The survey and student achievement data will be used to determine the area of need. A schedule for classroom coaching time and feedback will be developed.	Professional Learning	Tier 1	Implement	09/09/2019	05/28/2020	\$72000	Section 31a	Principal, Literacy Coach and teachers

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Strategy 3:

GSRP Preschool - A high quality preschool program (following MDE's standards for early childhood education) will be provided to at risk students to provide rich literacy experiences that build a foundation for school success. The High Scope curriculum is utilized.

Category: Early Learning

Research Cited: Sulzby, E.& Teale, W. H. (1991). Emergent Literacy. In R. Barr, M.L. Kamil, P. Mosenthal, and P.D. Pearson(Eds.) Handbook of Reading Research; Vol. 2(pp.727-757) New York:Longman. This research explains the importance of early childhood education to literacy development.

Tier: Tier 1

Activity - Great Start Readiness Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Great Start Readiness Program is provided to at risk four year olds four half days a week. One day a week is allocated for parent involvement.	Direct Instruction	Tier 1	Monitor	09/16/2019	06/01/2020	\$166000	Other, General Fund	GSRP teacher and assistant, Early Childhood Specialist

Strategy 4:

Oral Language Intervention - All kindergarten and first grade students will be given an oral language screening. Those at risk will receive an intervention during the first eight weeks of school.

Category: Learning Support Systems

Research Cited: Endangered Minds by Jane Healy: Kamhi & Laing 2001

The effects of poverty on oral language development and the acquisition of literacy skills are discussed. Students with delayed oral language skills struggle in literacy.

Tier: Tier 2

Activity - Oral Language Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified with oral language deficiencies will receive small group interventions using the Mondo oral language intervention program.	Direct Instruction	Tier 2	Implement	09/16/2019	11/22/2019	\$1755	General Fund	principal, Speech and Language Therapists, Literacy Specialists, Response to Interventionist, Resource Room Teacher

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Strategy 5:

Comprehension and Writing Instruction - MacGowan teachers will continue to utilize the Making Meaning series including the vocabulary component to improve students' reading comprehension. Teacher will provide comprehension lessons three days a week. Teachers will also incorporate teaching comprehension strategies during guided reading and workshop activities. Students will learn strategies to comprehend non fiction. The Becoming a Writer Program will be also continue to be used to teach writing. A balanced literacy approach will be utilized. A pacing guide for both programs was developed to be implemented in the fall

Category: English/Language Arts

Research Cited: Seven Strategies to Teach Students Text Comprehension by: C.R. Adler

Tier: Tier 1

Activity - Comprehesion and Writing Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught comprehension strategies three days a week using Making Meaning. They will receive writing instruction using Becoming a Writer four days a week. Teachers will collaborate to plan instruction during weekly grade level meetings. The principal will monitor fidelity of instruction. Teachers will utilize a balanced literacy approach. A pacing guide for both programs will be implemented in the fall of 2018.	Teacher Collaboration, Walkthrough, Direct Instruction	Tier 1	Monitor	09/16/2019	06/05/2020	\$0	No Funding Required	Administrators and teachers
Activity - Social Studies Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will receive professional development in how to use Social Studies Mentor texts and leveled readers during the literacy block to teach social studies standards.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/16/2019	06/05/2020	\$0	No Funding Required	Principal, Kindergarten and First Grade Teachers

Strategy 6:

Access to Books - MacGowan students will be given opportunities during the school year and before summer break to take books home. They will also be given more opportunities to read independently at school.

Category: English/Language Arts

Research Cited: " Books at home propel a child further in education." "Why books?" Book Harvest Resources-bookharvestnc.org/why-books/statistics/

Access to Books :Family and Community Engagement Research Compendium teacher.scholastic.com/products/face/pdf/research-compendium/access-to-books.pdf

Books in the Home are Strongly Linked to Academic Achievement- Pacific Standard <https://psmag.com/social.../books-home-strongly-linked-academic-achievement-8214...>

Tier: Tier 1

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Activity - Access to Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MacGowan students will be given opportunities during the school year and before summer break to take books home. They will also be given many opportunities to read books at at their independent and instructional level throughout the the school day.	Academic Support Program	Tier 1	Implement	09/30/2019	06/05/2020	\$0	No Funding Required	Literacy Specialist, Principal, Staff

Goal 2: Improve school and classroom climate and culture for all students.

Measurable Objective 1:

increase student growth by decreasing the number of office discipline referrals by 06/08/2018 as measured by 10% each year for three years.

Strategy 1:

Designing Effective Classroom Management - Teachers at MacGowan will continue to utilize the Responsive School Discipline Program to engage learners, improve classroom culture, reduce discipline problems and increase students achievement.

Category: Learning Support Systems

Research Cited: Rimm-Kaufman, Sara. Responsive Classroom Efficacy Study. (2008-2011) Use of the Responsive classroom program strategies result in improved student achievement in reading and math. The effects were greater on low achieving and were equally strong for children eligible for free and reduced price lunch and those not eligible.

Tier: Tier 1

Activity - Professional Learning/Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Responsive School Discipline strategies will be reviewed during the professional development day before school starts and at staff meetings throughout the year,	Professional Learning	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	No Funding Required	Principal, Social Worker, BIC, All staff

Activity - Effective Classroom Management Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize Responsive School Discipline. All teachers will hold morning meetings and closing circles. Follow up training, support and discussion will occur at monthly staff meetings to assist teachers with implementation and follow through. The principal will do walk-through observations to ensure fidelity of implementation.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	No Funding Required	Principal and all staff

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Activity - Monitoring Responsive Classroom Implementation Results	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be gathered monthly regarding the number of office discipline referrals. Classroom observations will be conducted to ensure all staff are utilizing Responsive School Discipline and teaching social skills. Morning meeting and closing circle will be the focus of the first observation by the principal. Use of the Responsive classroom walk through observation form will be utilized.	Walkthrough	Tier 2	Monitor	09/09/2019	06/05/2020	\$0	No Funding Required	principal, PBS team members, Behavior Intervention Coordinator

Strategy 2:

Self Regulation - Self regulation techniques such as yoga and breathing will be taught during morning and end of the day announcements and for transitions in the classroom.

Category: School Culture

Research Cited: The Breath Rudiment Research Project: January 2008 directed by Jennifer L. Wilke-Deaton

Tier: Tier 1

Activity - Yoga and Breathing To Self Regulate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Yoga, breathing and other calming techniques will be taught and utilized during morning and end of the day announcements and during classroom transitions	Behavioral Support Program	Tier 1	Monitor	09/04/2019	06/11/2020	\$450	General Fund	Principal, all staff

Activity - Safe Place	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will design a safe place in their room for students to go to calm themselves. Teacher will teach students the procedures for the use of the safe place and how to use it to take a break. Students will be able to use the safe place to calm themselves and take a break throughout the school year.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2019	06/11/2020	\$600	Other	Teachers, ATAs, Principal, Social Worker, Behavior Intervention Coordinator

Strategy 3:

Social Emotional Learning - Social skill education will be implemented as an all school initiative using the Second Step Program. Monthly topics will be selected to teach in all classrooms.

Category: School Culture

Research Cited: Efficacy trial of the Second Step Early Learning (SSEL) curriculum-Journal of Applied Developmental Psychology (2017) pgs. 15-25

Tier: Tier 1

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Activity - Social Emotional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second Step Social Emotional Learning Program will be adopted school-wide. Monthly themes will be established.	Behavioral Support Program	Tier 1	Monitor	09/09/2019	06/01/2020	\$0	No Funding Required	Principal, Social Worker, BIC, all staff

Strategy 4:

Positive Behavior Support and Trauma Informed Care - Teachers will use positive behavior support and trauma informed strategies to manage classroom behavior.

Category: School Culture

Research Cited: Response to Intervention and School Wide Positive Behavior Support: Integration of Multi-Tiered System Approaches by George Sugai and Robert Horner, Exceptionality 2009.

Integrating Trauma-Informed Approaches With PBIS Within an MTSS Framework, Lynne DeSousa, M.S.

Colorado Department of Education, 2018

Tier: Tier 1

Activity - Professional Learning in PBIS and Trauma Informed Care	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MacGowan staff will receive professional learning in positive strategies to work with students from trauma and how to utilize the PBIS world website to explore strategies to support students having behavior problems.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/12/2019	03/20/2020	\$0	No Funding Required	Principal, Social Worker, Behavior Intervention Coordinator

Strategy 5:

Multi-Tiered Systems of Support-Behavior - A Multi-Tiered system of support will be set up at MacGowan based on PBIS and Trauma Informed Care strategies and restorative practices.

Category: Learning Support Systems

Research Cited: Responsiveness-to-Intervention and School Wide Positive Behavior Supports: Integration of Multi-Tiered System Approaches by George Sugai and Robert Horner, Exceptionality 17:223-237 2009

Tier: Tier 1

Activity - Tier 1 Support for Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and Teaching Assistants will use strategies from the professional learning on trauma informed care and the PBIS world website to handle all minor infractions in the classroom.	Behavioral Support Program	Tier 1	Implement	09/09/2019	06/11/2020	\$0	No Funding Required	Teachers, Academic Teaching Assistants
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Activity - Tier 2 Support for Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When a classroom intervention is not successful the student advocate can be called to provide support in or out of the classroom in the form of a break.	Behavioral Support Program	Tier 2	Implement	09/09/2019	06/11/2020	\$15000	Title I Part A	Academic Teaching Assistant

Activity - Tier 3 Support for Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When Tier 1 and 2 strategies have not been successful or the behavior is a major infraction the Behavior Intervention Coordinator will be notified.If classroom and student advocate strategies to support the student continue to be unsuccessful a behavior intervention plan or home school plan will be developed by the Instruction Support Team.The PBIS world website will be used to choose strategies to help the student. The Behavior Intervention Coordinator and School Social Worker will be responsible to ensure the plan is implemented.	Behavioral Support Program	Tier 3	Monitor	09/09/2019	06/11/2020	\$45000	Section 31a	Behavior Intervention Coordinator , School Social Worker, Principal

Measurable Objective 2:

collaborate to increase student attendance by 06/03/2020 as measured by a 10% reduction in the number of students missing 20 or more days of school.

Strategy 1:

Student Attendance - An attendance campaign will be implemented based on strategies from "A School Leader's Guide to Tackling Attendance Challenges" by Jessica Sprick and Randy Sprick including contacting parents of students who are chronically absent utilizing the district protocol, attendance Incentives and forming an attendance action team

Category: School Culture

Research Cited: Present and Accounted for: Improving Student Attendance Through Family and Community Involvement By Joyce Epstein and Steven Sheldon:

Journal of Education Research 2002 - This article sites research that suggests several family-school-community involvement activities increase students attendance. A School Leader's Guide to Tackling Attendance Challenges 2019

Tier: Tier 1

Activity - Parent Contact Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All parents will complete attendance challenge cards. Phone calls will be made by teachers and assistants when they have missed 5 days of school. When students have missed 10 days a letter will be sent and a phone call will be made by the Behavior Intervention Coordinator. When students have missed 15 days or more the Attendance Liaison will contact the parent and a meeting will be held. An attendance plan will be developed. If students continue to be chronically absent further consequences will be implemented.	Community Engagement, Parent Involvement, Teacher Collaboration, Policy and Process	Tier 2	Implement	09/10/2019	06/01/2020	\$0	No Funding Required	Principal, teachers, assistants, Behavior Intervention Coordinator, Social Worker, secretary
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Activity - Attendance Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who miss zero to one day per month will be recognized during morning announcements and with a certificate. Classes who achieve 100% attendance on a day will be acknowledged over the PA. Classes with the best attendance each month will receive a treat. Students who improve attendance will receive an certificate.	Academic Support Program	Tier 1	Implement	10/07/2019	06/11/2020	\$500	Other	Principal, Teachers, ATAs, Attendance Action Team Members.

Activity - Attendance Action Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An attendance action team will be formed. They will meet each month during the staff meeting. An agenda and sign in sheet will be kept. The Attendance Liaison will bring data to study each month. The team will present information to the entire staff. The team will work on the school incentive program.	Academic Support Program, Other	Tier 1		09/12/2019	05/29/2020	\$0	No Funding Required	Attendance Action Team, Principal

Goal 3: All students at MacGowan will be proficient in the the grade level benchmarks in Math.

Measurable Objective 1:

70% of First grade students will demonstrate a proficiency of one years growth in Mathematics by 06/01/2020 as measured by by the NWEA.

Strategy 1:

Differentiated Math Instruction - Teachers and academic teaching assistants will provide small group math instruction at students' level while other students are engaged in developmentally appropriate math activities including E Spark.

Category: Mathematics

Research Cited: Developing Number Concepts by Kathy Richardson pgs. xi and xii indicate the importance of providing small group math instruction.

Tier: Tier 2

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Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will work together to prepare math workshop activities to utilize while they are providing small group math instruction. They will review and analyze data to drive instruction and discuss essential questions for a professional learning community. Teachers will collaborate about progress with the pacing guide during grade level meetings. They will meet during weekly grade level meetings and professional development days. A schedule for these math discussions will be developed.	Professional Learning	Tier 1	Monitor	07/01/2019	06/01/2020	\$0	No Funding Required	teachers, ATAs, principal

Activity - Differentiated Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive small group instruction while other students are engaged in independent math activities utilizing assistants and parent volunteers to monitor students' progress.	Direct Instruction	Tier 2	Monitor	09/16/2019	06/01/2020	\$85000	Title I Part A	Teachers, Assistants, Principal

Strategy 2:

Number Talks - All kindergarten and first grade teachers will spend 10-15 minutes daily for "Math Talks" when teachers pose a problem, students mentally solve the problem, share their answers and strategies while the teacher records it. The students come to an agreement on the correct answer.

Category: Mathematics

Research Cited: Number Talks by Sherry Parrish

Tier: Tier 1

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten and first grade teachers will conduct daily number talks with their students and calendar math to enhance proficiency of math grade level benchmarks.	Direct Instruction	Tier 1	Monitor	09/18/2018	06/01/2020	\$0	No Funding Required	Principal, Kindergarten and First Grade Teachers

Activity - Number Talk Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MacGowan principal will conduct observations to ensure Number Talks are being implemented with fidelity.	Walkthrough	Tier 1	Monitor	09/30/2019	06/01/2020	\$0	No Funding Required	principal, teachers

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Strategy 3:

Math Intervention - All students will be assessed in September for the grade essential skills in math identified by Bob Sornson, founder of The Early Learning Success Foundation. Students with the greatest need will be provided with daily individual support using kinesthetic and manipulative activities that support the development of basic numeracy skills. Students will be assessed every 6 weeks to assess their progress.

Category: Mathematics

Research Cited: Bob Sornson, Early Learning Foundation, 2012, Pre-K to Grade 3 essential math skills inventory, Brighton, MI

Tier: Tier 3

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified in September as struggling in basic numeracy skills will be provided with daily individual support using manipulative and kinesthetic and manipulative practices.	Academic Support Program	Tier 3	Implement	10/07/2019	05/29/2020	\$0	Title I Part A	Academic Teaching Assistant, Teachers, Principal

Goal 4: All students at MacGowan will become proficient in STEM.

Measurable Objective 1:

90% of Kindergarten and First grade students will demonstrate a proficiency in STEAM learning in Science by 06/05/2020 as measured by classroom assessments.

Strategy 1:

NGSS Instruction - MacGowan teachers will implement NGSS into classroom instruction through STEAM based learning

Category: Science

Research Cited: Translating the NGSS for classroom instruction, The NSTA's Reader's guide to the next generation Science Standards The NSTA Readers Guide to a Framework for K-12 science Education, Second Edition: Practices, Crosscutting Concepts and Core Ideas

Tier: Tier 1

Activity - NGSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to develop units of study in science during PLC time. Special STEAM activities will be planned school wide on half days and throughout the school year using best practices. A committee will be formed to integrate STEAM based learning throughout the school.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	10/01/2019	06/05/2020	\$0	No Funding Required	principal, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Literacy and Intervention	The Literacy Specialist, Response to Interventionist and trained academic teaching assistants will work with struggling readers and writers in small groups and individually for targeted instruction using research based models of intervention. Information about the child's instruction will be shared between teachers and interventionists to ensure consistency.	Academic Support Program	Tier 2	Monitor	11/11/2019	06/03/2020	\$123600	Literacy Specialist, Response to Interventionist, Assistants, Principal
Math Intervention	Students identified in September as struggling in basic numeracy skills will be provided with daily individual support using manipulative and kinesthetic and manipulative practices.	Academic Support Program	Tier 3	Implement	10/07/2019	05/29/2020	\$0	Academic Teaching Assistant, Teachers, Principal
Differentiated Math Instruction	Students will receive small group instruction while other students are engaged in independent math activities utilizing assistants and parent volunteers to monitor students' progress.	Direct Instruction	Tier 2	Monitor	09/16/2019	06/01/2020	\$85000	Teachers, Assistants, Principal
Tier 2 Support for Behavior	When a classroom intervention is not successful the student advocate can be called to provide support in or out of the classroom in the form of a break.	Behavioral Support Program	Tier 2	Implement	09/09/2019	06/11/2020	\$15000	Academic Teaching Assistant

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Safe Place	All teachers will design a safe place in their room for students to go to calm themselves. Teacher will teach students the procedures for the use of the safe place and how to use it to take a break. Students will be able to use the safe place to calm themselves and take a break throughout the school year.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2019	06/11/2020	\$600	Teachers, ATAs, Principal, Social Worker, Behavior Intervention Coordinator

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Great Start Readiness Program	The Great Start Readiness Program is provided to at risk four year olds four half days a week. One day a week is allocated for parent involvement.	Direct Instruction	Tier 1	Monitor	09/16/2019	06/01/2020	\$116000	GSRP teacher and assistant, Early Childhood Specialist
Attendance Incentives	Students who miss zero to one day per month will be recognized during morning announcements and with a certificate. Classes who achieve 100% attendance on a day will be acknowledged over the PA. Classes with the best attendance each month will receive a treat. Students who improve attendance will receive an certificate.	Academic Support Program	Tier 1	Implement	10/07/2019	06/11/2020	\$500	Principal, Teachers, ATAs, Attendance Action Team Members.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Foundational Skills	Teachers will be receive professional learning and materials in teaching foundational skills.	Professional Learning	Tier 1	Getting Ready	08/20/2019	11/05/2019	\$0	Curriculum Director, Principal, Literacy Specialist, Teachers
Foundational Skills	Teachers will be receive professional learning and materials in teaching foundational skills.	Professional Learning	Tier 1	Getting Ready	08/20/2019	11/05/2019	\$3000	Curriculum Director, Principal, Literacy Specialist, Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Responsive Classroom Implementation Results	Data will be gathered monthly regarding the number of office discipline referrals. Classroom observations will be conducted to ensure all staff are utilizing Responsive School Discipline and teaching social skills. Morning meeting and closing circle will be the focus of the first observation by the principal. Use of the Responsive classroom walk through observation form will be utilized.	Walkthrough	Tier 2	Monitor	09/09/2019	06/05/2020	\$0	principal, PBS team members, Behavior Intervention Coordinator

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Teacher Collaboration	Grade level teachers will work together to prepare math workshop activities to utilize while they are providing small group math instruction. They will review and analyze data to drive instruction and discuss essential questions for a professional learning community. Teachers will collaborate about progress with the pacing guide during grade level meetings. They will meet during weekly grade level meetings and professional development days. A schedule for these math discussions will be developed.	Professional Learning	Tier 1	Monitor	07/01/2019	06/01/2020	\$0	teachers, ATAs, principal
Attendance Action Team	An attendance action team will be formed. They will meet each month during the staff meeting. An agenda and sign in sheet will be kept. The Attendance Liaison will bring data to study each month. The team will present information to the entire staff. The team will work on the school incentive program.	Academic Support Program, Other	Tier 1		09/12/2019	05/29/2020	\$0	Attendance Action Team, Principal
Comprehension and Writing Series	Students will be taught comprehension strategies three days a week using Making Meaning. They will receive writing instruction using Becoming a Writer four days a week. Teachers will collaborate to plan instruction during weekly grade level meetings. The principal will monitor fidelity of instruction. Teachers will utilize a balanced literacy approach. A pacing guide for both programs will be implemented in the fall of 2018.	Teacher Collaboration, Walkthrough, Direct Instruction	Tier 1	Monitor	09/16/2019	06/05/2020	\$0	Administrators and teachers
Number Talk Observations	MacGowan principal will conduct observations to ensure Number Talks are being implemented with fidelity.	Walkthrough	Tier 1	Monitor	09/30/2019	06/01/2020	\$0	principal, teachers
Professional Learning in Literacy Interventions	Continued training will be offered to Academic Teaching Assistants by the Literacy Specialist.	Professional Learning	Tier 2	Monitor	10/01/2019	06/01/2020	\$0	Literacy Specialist
Social Studies Integration	Teacher will receive professional development in how to use Social Studies Mentor texts and leveled readers during the literacy block to teach social studies standards.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/16/2019	06/05/2020	\$0	Principal, Kindergarten and First Grade Teachers
Guided Reading Instruction	Kindergarten and first grade teachers will deliver literacy instruction in small guided reading groups utilizing leveled reader lessons from Literacy Footprints while other students are engaged in independent literacy activities.	Direct Instruction	Tier 1	Monitor	10/14/2019	06/05/2020	\$0	Literacy Specialist, Classroom teachers, principal
Access to Books	MacGowan students will be given opportunities during the school year and before summer break to take books home. They will also be given many opportunities to read books at their independent and instructional level throughout the school day.	Academic Support Program	Tier 1	Implement	09/30/2019	06/05/2020	\$0	Literacy Specialist, Principal, Staff

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Number Talks	All kindergarten and first grade teachers will conduct daily number talks with their students and calendar math to enhance proficiency of math grade level benchmarks.	Direct Instruction	Tier 1	Monitor	09/18/2018	06/01/2020	\$0	Principal, Kindergarten and First Grade Teachers
Parent Contact Protocol	All parents will complete attendance challenge cards. Phone calls will be made by teachers and assistants when they have missed 5 days of school. When students have missed 10 days a letter will be sent and a phone call will be made by the Behavior Intervention Coordinator. When students have missed 15 days or more the Attendance Liaison will contact the parent and a meeting will be held. An attendance plan will be developed. If students continue to be chronically absent further consequences will be implemented.	Community Engagement, Parent Involvement, Teacher Collaboration, Policy and Process	Tier 2	Implement	09/10/2019	06/01/2020	\$0	Principal, teachers, assistants, Behavior Intervention Coordinator, Social Worker, secretary
Professional Learning/Classroom Management	Responsive School Discipline strategies will be reviewed during the professional development day before school starts and at staff meetings throughout the year,	Professional Learning	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Principal, Social Worker, BIC, All staff
Professional Learning in PBIS and Trauma Informed Care	MacGowan staff will receive professional learning in positive strategies to work with students from trauma and how to utilize the PBIS world website to explore strategies to support students having behavior problems.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/12/2019	03/20/2020	\$0	Principal, Social Worker, Behavior Intervention Coordinator
NGSS	Teachers will work to develop units of study in science during PLC time. Special STEAM activities will be planned school wide on half days and throughout the school year using best practices. A committee will be formed to integrate STEAM based learning throughout the school.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	10/01/2019	06/05/2020	\$0	principal, teachers
Effective Classroom Management Implementation	All teachers will utilize Responsive School Discipline. All teachers will hold morning meetings and closing circles. Follow up training, support and discussion will occur at monthly staff meetings to assist teachers with implementation and follow through. The principal will do walk-through observations to ensure fidelity of implementation.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Principal and all staff
Tier 1 Support for Behavior	Teachers and Teaching Assistants will use strategies from the professional learning on trauma informed care and the PBIS world website to handle all minor infractions in the classroom.	Behavioral Support Program	Tier 1	Implement	09/09/2019	06/11/2020	\$0	Teachers, Academic Teaching Assistants
Social Emotional Learning	Second Step Social Emotional Learning Program will be adopted school-wide. Monthly themes will be established.	Behavioral Support Program	Tier 1	Monitor	09/09/2019	06/01/2020	\$0	Principal, Social Worker, BIC, all staff

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Daily Five Professional Learning and Coaching	MacGowan teachers use the Daily Five model for literacy rotation while the teacher is meeting with small groups for guided reading. Professional learning will be delivered during weekly grade level meetings and coaching sessions to review the Daily Five model and make improvements in the use of the Daily Five to ensure all students are engaged in meaningful literacy activities.	Teacher Collaboration, Professional Learning, Walkthrough	Tier 1	Monitor	09/12/2019	06/05/2020	\$0	Kathy Robbins, Principal Laura Dorais, Literacy Specialist teachers
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	Each teacher will meet with the coach and principal at the beginning of the year to determine an area of need in literacy to improve upon for coaching during the literacy block. A survey will be completed by the teacher about their strengths and weaknesses in literacy instruction. The survey and student achievement data will be used to determine the area of need. A schedule for classroom coaching time and feedback will be developed.	Professional Learning	Tier 1	Implement	09/09/2019	05/28/2020	\$72000	Principal, Literacy Coach and teachers
Small Group Literacy and Intervention	The Literacy Specialist, Response to Interventionist and trained academic teaching assistants will work with struggling readers and writers in small groups and individually for targeted instruction using research based models of intervention. Information about the child's instruction will be shared between teachers and interventionists to ensure consistency.	Academic Support Program	Tier 2	Monitor	11/11/2019	06/03/2020	\$71000	Literacy Specialist, Response to Interventionist, Assistants, Principal
Tier 3 Support for Behavior	When Tier 1 and 2 strategies have not been successful or the behavior is a major infraction the Behavior Intervention Coordinator will be notified. If classroom and student advocate strategies to support the student continue to be unsuccessful a behavior intervention plan or home school plan will be developed by the Instruction Support Team. The PBIS world website will be used to choose strategies to help the student. The Behavior Intervention Coordinator and School Social Worker will be responsible to ensure the plan is implemented.	Behavioral Support Program	Tier 3	Monitor	09/09/2019	06/11/2020	\$45000	Behavior Intervention Coordinator, School Social Worker, Principal

General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Yoga and Breathing To Self Regulate	Yoga, breathing and other calming techniques will be taught and utilized during morning and end of the day announcements and during classroom transitions	Behavioral Support Program	Tier 1	Monitor	09/04/2019	06/11/2020	\$450	Principal, all staff
Great Start Readiness Program	The Great Start Readiness Program is provided to at risk four year olds four half days a week. One day a week is allocated for parent involvement.	Direct Instruction	Tier 1	Monitor	09/16/2019	06/01/2020	\$50000	GSRP teacher and assistant, Early Childhood Specialist
Oral Language Intervention	Students identified with oral language deficiencies will receive small group interventions using the Mondo oral language intervention program.	Direct Instruction	Tier 2	Implement	09/16/2019	11/22/2019	\$1755	principal, Speech and Language Therapists, Literacy Specialists, Response to Interventionist, Resource Room Teacher