



School Improvement Plan

Central Park Elementary

Midland Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was conducted through collaboration with stakeholders during School Improvement Team meetings, professional development and Benchmark and Progress Monitoring data meetings. The academic strengths and weaknesses were analyzed based on the first year of the new STEM school, Central Park Elementary. The team compared, sorted and analyzed M-STEP data to determine areas of focus and greatest academic need. The data will then drive/shift strategies.

Benchmark and Progress Monitoring meetings are held to meet with teachers of each grade level to discuss student data and concerns, and to develop plans to address those needs. It includes all classroom teachers, our school psychologist, a special education teacher, family interventionists and the building principal. This team looks at the individual performance of students on the State Assessment, DIBELS, District Assessment, attendance, Office Discipline Referral, Dreambox Adaptive Learning program and teacher's classroom data to determine the status of our identified Bottom 30% and individual students. The Benchmark and Progress Monitoring meetings are held monthly during the school year.

The school Improvement team input was gained from representative classroom teachers and the Primary Years Programme Coordinator. The team reviews State Assessment data, Dibels summary data, and District Assessment Summary data. This team digs deeper in the patterns and areas of concern identified in the Professional Development meetings and the Benchmark and Progress Monitoring meetings.

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

Academic Data

To assess student achievement, we analyzed M-STEP, Dreambox and district data

The 2017-18 M-STEP scores for social studies is 13.8% proficient. The proficiency target set for 2019-2020 determined by the team is 18%. Mathematics proficiency average in grades 3,4 and 5 was 36.4%. Proficiency target is set at 47.32%. ELA proficiency average in grades 3,4 and 5, is 46.7%. The target moving forward at Central Park will be 60.58%. Our demographic data shows that economically disadvantaged students, as well as special education students, show a significant gap compared to the total student achievement. The goal would be to raise the percentages of these students proficiency scores by 5%.

Dreambox data shows that 40-59% of students are active on Dreambox, participating in 20-25 minutes each day with 61,791 lessons completed. Students are showing an average of 48% growth in proficiency of math standards, averaging 8 math standards per student.

reading comprehension proficiency was 68.5%. The target is 70.6% proficient. The writing proficiency was 66.5% and the target is 68.5%.

The data supports the goals, strategies, and activities that have been developed to assist in the improvement of student growth areas with a special focus on inquiry in core academic areas. Each area will focus on student talk and teacher questioning to deepen understanding of content.

Attendance data shows less than 1% of students in grades 1-5 missed 10% of the school year. The Community School Model has proven successful to decrease truancy, and we will continue utilizing the services of Family Intervention Specialists, school nurses, and the Community School Model Team. We will also continue to utilize summer school as an intensive intervention.

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

Central Park goals are based on priorities identified by the analysis of MSTEP, DIBELS, DRA and district assessments. The Community School Model was streamlined beginning in the fall of 2017. Attention will be given to SWIS, Office Discipline Referral forms, social work referrals, DHS reports so that behaviors that impact academic growth will diminish. State assessment data indicates that our strongest areas of need are with our bottom 30% in all academic areas. MSTEP data is only available in grades 3-5, but other data sources are used in grades k-5. DIBELS screening has identified students in need for reading fluency and comprehension. District assessment scores show a need for improvement in mathematics, reading comprehension and writing. The goals reflect the need to increase proficiency in all grades k-5, and close gaps identified by the state assessment in grades 3-5 in the areas of math, reading, and writing with strategies that also improve the application of this content in the areas of science and social studies.

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

Central Park Elementary will work to meet the needs of all students. As a school-wide Title I building, strategies will be implemented that impact all students with Title I funding. Title 1A funds are used to provide support through human resources such as a Personalized Instructional Coach, instructional paraprofessionals, and added teachers. The Community School Model is also funded through Title 1A dollars. All supplemental support is determined through a needs assessment, servicing the most at-risk students within the building.

The targeted areas are specific to our school population which includes: general education students, gifted students, special education students, economically disadvantaged students, families in crisis and behaviorally challenged students. Summer school is available for the targeted sub-group bottom 30% of students.

The Community School Model addresses the basic needs of our entire school population but is designed to reach those in need most. By ensuring students are attending school, are provided food, arranging for shelter in times of homelessness, offering transportation, and making other various connections for families in the community to meet their needs, our students are able to focus on academic achievement.

Component 2: Schoolwide Reform Strategies

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

The following strategies below will be used at Central Park Elementary to assist all students to reach the standards set by the state.

The Parent Involvement Policy allows us to focus on involving all parents in learning more about the core curriculum, teaching strategies, parenting methods, and community resources in order to help all students reach state standards. Parent input is valuable in our decision-making process.

The Community School Model allows us to work with students and families to increase student attendance which in turn positively impacts student achievement. The CSM works to increase attendance by breaking down the barriers for families who cannot get their children to school on time, every day. This team works on crisis intervention, assists with homelessness/water/electricity needs, transportation needs, medical needs and mental health needs that may interfere with any and all students attending school. The community school model is also researched based (www.communityschools.org).

The following initiatives including STEM Robotics after-school club, building-wide behavior lessons and a Positive Behavior Support System- Researched based, (<https://www.pbis.org/research>) Title 1 Family Intervention Specialists (researched based-responding to crisis), Highly qualified teachers, Personalized Learning Coach,

Title 1 instructional support paras, Title 1 teachers, classroom use of components that emphasize academic and social, emotional growth as well as self regulation in a strong and safe school community (Conscious Discipline research-based, <https://www.responsiveclassroom.org/research>) and the Zones of Regulation), training and goal setting for paraprofessionals and parent workshops with an educational component. These strategies assist all students and work toward increased student performance in all core areas on state standards.

Central Park is an authorized PYP building. All grade level teams work with the PYP/STEM Coordinator to create units of inquiry. State Standards in all 4 of the core areas will be embedded within the units of inquiry. The PYP units are directly aligned to the State's standards and include learning engagements that are inquiry-based and help all students to meet the standards. The school is also STEM-focused and the curriculum will have engaging lessons geared toward discovery and inquiry, supporting academic growth.

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

The following research-based strategies have proven to increase the quality and quantity of instruction and are used to identify the individual strengths of each student and target intervention to increase the growth of each student:

All content areas- Differentiated Instruction, inquiry and problem-solving strategies (specifically those identified in the IB PYP/STEM model). With the support of the PYP/STEM Coordinator, teachers are building Units, lessons, and strategies based on best practice within the IB PYP framework. Teachers collaborate on building these units and in their weekly collaboration time, reflect on student progress, the effectiveness of the lessons, and student performance and develop plans and continue to tweak strategies to improve the performance of their students.

This reflection and collaboration not only improves the quality of the lessons but their effectiveness which increases the quantity.

Language Arts- Writing Workshop, Reading Workshop, Guided Reading, Word Work, Phonics for Reading, Quick Reads, and Road to the Code. These research-based programs, implemented with fidelity improve the quality of instruction. The programs are utilized strategically to address student needs at several levels. All students receive a basic level of implementation. Balanced Literacy - Components of a balanced

literacy program will be taught daily in order to improve reading which includes: writing workshop, reading workshop, word work, comprehension, and guided reading.

Students in need of Tier 2 support get additional support in smaller groups in targeted areas based on their areas of need through the support of Title 1. The students are identified through District assessments, DIBELS and classroom assessments. Students with greater need receive Tier 3 level targeted support from the classroom and special needs teachers. Title I staff will support the identified at-risk students by adding more one on one time to their instruction. This will support the teacher by helping to reinforce skills already taught, incorporate interventions or monitor the students while the teacher provides instruction. The Title I staff includes a personalized instructional coach, teachers, and highly qualified para support.

Mathematics- Dreambox adaptive-learning and XtraMath. Dreambox allows students additional math practice. When skills have been mastered, the higher level math becomes the focus of the lessons and the learning is extended allowing for individualization of learning time. The adaptive quality of Dreambox, allows students to focus on concepts they do not know while bypassing those things in which they are already proficient. This improves the quantity and quality of the learning time. XtraMath develops basic math computation skills. Students in need of Tier 2 support get additional support in smaller groups in targeted areas based on their areas of need through the support of Title 1. Students with greater need receive Tier 3 level targeted support from the classroom and special needs teachers. All teachers are provided with PD and coaching throughout the school year by a Title funded math consultant.

We also use Title 1 funds to provide added teachers, a personalized learning coach, and instructional paraprofessionals to provide support as teachers break their classes in intervention groups within the classroom. Special education teachers provide direct intervention to the most at-risk students. In order to allow students to access the curriculum more effectively, we have set a goal to address the whole child. This implementation is led by the building principal, the Family Intervention Specialist, Behavior Intervention Specialist, and the DHS Success Coach. Together we target the needs of the bottom 30% and other students identified by negative non-academic concerns, primarily attendance and behavior. The team collaborates with classroom teachers and families to identify and address the triggers to the behaviors of each individual student. This team also works with the Problem Solving Team to link academic and non-academic efforts and to problem-solve effectively.

The goal of each of these strategies is to identify areas of weakness and to strengthen them, allowing the student to reach grade-level or extend beyond.

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

The strategies align with those identified by the comprehensive needs assessment. The strategies identified as Tier 1 assist all students in increasing their growth towards proficiency, while the Tier 2 and Tier 3 Strategies focus on those students with the greatest needs. These targeted strategies are designed to not only address academic needs directly but also address social-emotional and behavioral needs that impact academic performance in the classroom. Special education teachers, additional teachers, Title 1 instructional coach, and Title 1 paras focus on the academic needs of the whole child. In addition, the Family Intervention Specialists, Behavior Intervention Specialist, and DHS Success Coach also target the non-academic risk factors for students.

Differentiated Instruction, inquiry, and problem-solving strategies (specifically those identified in the IB PYP framework) were selected because they develop thinking skills and heighten engagement which will support all levels of students and can be applied to all curricular areas. Our PYP/STEM Coordinator works closely with teachers to integrate these strategies into their instruction.

Strategies identified for all students such as, Writing Workshop, Reading Workshop, Guided Reading, and Word Work are used as part of whole classroom instruction, while strategies such as, Phonics for Reading, Quick Reads, Road to the Code and REWARDS are being used more intensively during intervention time to address the needs of moderately and significantly at-risk students.

In mathematics, we use adaptive learning strategies to take each student from where they are as far as they can go. XtraMath helps students develop their math facts fluency to help enhance their ability to compute more difficult problems. This is self-paced and allows students who excel to move further and help teachers target those who are struggling and provide appropriate support. Dreambox adaptive learning software provides similar opportunities but in all areas of mathematics. Teachers use the data to help identify where students face challenges and allow advanced students to go as far as they are able.

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

Interventions are designed at Central Park to meet the INDIVIDUAL's needs based on a variety of needs assessments. These assessments include, but are not limited to, state test scores, district pre and post-tests, DIBELS, Office Discipline Referrals and attendance records. Our most at-risk (the bottom 30% and special education students) students go through the RTI model of using Tier One interventions such as PBIS and classroom instructional strategies provided by the teacher. The top-tiered students gain support as needed academically by utilizing one on one Title Teacher or Title Para assistance to decrease the academic gap identified by the needs assessments of this child. These students are looked at closely to see if Social Work/Family Intervention Specialist/Behavior Intervention Specialist assistance is needed for behavioral or social support. The DHS worker will assist in working toward meeting basic needs for this child's family such as ensuring housing needs are met. If a child has mental health issues or parents have similar needs, our Community Mental Health Liaison will assist in connecting the family or member of the family to the best community resource. The School Title One nurse also helps meet the needs of student's medical issues, again reaching out to parents to connect them with the best community partner to assist medically. The team of teachers, special education providers, and school psychologist assist in analyzing data and help to find the best academic intervention for the student based on a collection of data.

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

Benchmark meetings occur 3 times per year in addition to Progress Monitoring meetings 3-4 times per year.

Teachers progress monitor students 3-4 times a month. Data is collected and a goal/aim line is derived off of baseline data collected in the fall. Benchmark meetings happen three times a year. Progress monitoring meetings are held with each teacher to discuss students who are being progress monitored and the data may warrant further analyzing. This further analysis discussion could include but is not limited to the following: classroom teacher, other grade level teachers, the principal, family intervention specialist, resource room teachers, and the school psychologist. These conversations could include but are not limited to: analyzing the progress of the individual student, behaviors (academic and social) the student is exhibiting within the classroom setting as well as in small group intervention settings. Data is also collected including behavioral, social and emotional as well as any environmental issues that may impact the student's academic progress.

Intervention strategies are changed if progress is not shown. Progress is monitored using DIBELS and recorded in the CTL system. Behavioral data (from office discipline referrals) is also collected to analyze behavioral patterns that may be occurring. Attendance is discussed. DAR and DRA information is shared. The intervention that is the best fit is discussed and implemented. Students are monitored and tracked for success throughout the year.

If there is not adequate progress, we adjust frequency, type of intervention and/or delivery mode.

Other forms of assessment analyzed throughout the year include district assessments, classroom assessments, M-STEP, and DAR.

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Students' intervention data is documented and tracked from year to year. Each student has a folder that contains information regarding what interventions were tried and what the results were. These folders are shared with the next grade-level teacher for informative purposes.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals are highly qualified as determined by the Human Resources Department at Midland Public Schools.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers are highly qualified as determined by the Human Resources Department at Midland Public Schools.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

In the spring of 2018, 2 teachers transferred to other buildings and three moved due to family needs.

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

The teaching staff at Central Park Elementary will range from 1 year of experience to 25 years of experience. There is a total of 42 teachers at this school.

The average years of experience at Central Park will be 8.7. This includes 12 teachers that will have 1-3 years of experience.

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

The dedication and hard work demonstrated by the newly developed Central Park Elementary serves as an invitation to other highly qualified teachers to join our staff. Once hired, MPS works hard to retain qualified staff by providing a comprehensive new teacher orientation, mentors for new teachers, high-quality and on-going building/district-wide professional development. Additionally, Central Park provides a culture of collaboration that respects the professional expertise of the staff. Our teachers are strong collaborators who provide support both professionally and personally to one another.

Central Park Elementary is particularly attractive to teachers whose passion is working with disadvantaged students, sees the importance of hands-on learning, and shows a keen interest in STEM. Central Park has the highest percentage of free and reduced lunch rates and a significant number of at-risk students. On the other hand, Central Park has a population of students from the higher socioeconomic area of the city which creates a wonderful culture in the building.

Central Park Elementary is a newly built state-of-the-art building with down to earth families. It is a Title 1, schoolwide program which provides special supports beyond what other schools in the district offer. Teachers play a large role in improving the school. They lead teams and collaborate with building and district administration to achieve goals they develop. They become adept at interpreting data and using it to plan instruction. This positive collaboration culture helps retain teachers.

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

The district has an on-going process for recruiting highly qualified teachers. Based on open teaching positions, teacher candidates are interviewed. The interview team may consist of teachers, parents, and administrators. All teachers and paraprofessionals are highly qualified. The dedication and hard work demonstrated by our staff serve as an invitation to other highly qualified teachers to join our staff.

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

The district does not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

All staff and teachers will participate in district-level professional development in core areas of instruction. All staff members will receive continued professional development in the IB PYP framework, Project Lead the Way (PLTW) and Cereal City. Teachers will have on-going math training for number sense, problem-solving and other concepts that align with math standards.

Professional development is scheduled throughout the school year in blocks of 2 or 3 hours. Professional development focused on behavior supports, literacy instruction, math instruction, IB/PYP enhancements, and mental/social-emotional health of students and staff. With continued dialogue built into the process, teachers and administrators can engage in self-reflection and goal setting to develop mastery of skills. Time is also given for discussion of school improvement initiatives.

The inquiry model engages students effectively in their learning. The strategies utilized within the IB/PYP framework, the Project Lead the Way curriculum and Cereal City science curriculum develop thinking and reasoning skills that will improve student performance in all curricular areas. The IB/PYP coordinator leads the staff in building common vocabulary and inquiry into the integrated units to improve engagement and proficiency within the content areas. The math consultant, Shannon Samulski, provides best-practice and strategies to support teachers in their math instruction.

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

Professional learning is an extension of training provided in the previous school year. Teachers will continue to participate in monthly district and building professional development. Following professional development, teachers will reflect and work to integrate new concepts during weekly collaboration. The professional development structure comes through the negotiation process and is a priority every year. The work we are doing with PYP, PLTW, and Shannon Samulski are systemic changes that will be sustained in our instructional model from this point forward. Training will continue to be provided as we reflect, review and revise our instruction each year which leads to continual improvement.

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

Component 6: Strategies to Increase Parental Involvement

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

A parent representative serves as a sitting member of the School Improvement Team. Parents have opportunities for involvement in the design of the school-wide plan by participating in PTO, providing feedback from Title I events (reading, math, & STEM nights) and surveys to provide input regarding current and future Title 1 services. Parent representatives also serve on district level committees such as the District School Improvement Committee (DSIC) and Parent Information Council (PIC). There is an open-door policy in the building for parents to discuss and share any ideas or concerns regarding our school-wide plans.

Teachers have been trained in multiple methods of communication in an effort to reach more parents. Teachers have been encouraged to use Bloomz, Seesaw, and/or Google Classroom to communicate with parents. Teachers also have access to Sign-up Genius, which allows parents to sign up for conferences, parties, and special events within the school and individual classrooms. Remind is used as a resource to send out quick information via text messages, and the building uses School Messenger to share upcoming events and information on opportunities for parent participation.

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

Parents are involved in the implementation of the schoolwide plan by receiving timely and informative notifications of meetings and events. On-going communication is facilitated through email, classroom newsletters as well as monthly building newsletters and through our open door policy. Parents volunteer to assist in the classroom, and strategies are shared during parent nights to provide strategies that support the school improvement efforts at home. Additionally, struggling parents receive support from the Family Intervention Specialist so they can better support the academic growth of their child.

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

Parent evaluation is sought through participation on the School Improvement Team, the Program Evaluation Team, at PTO meetings during the Principal's portion, as well as through surveys. Parent representatives also serve on district level committees such as the District School Improvement Committee (DSIC) and provide input at that level.

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

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

(1118, e, 1) Central Park Elementary assists parents in understanding state academic content standards, student achievement standards, state and local academic assessments requirements, and monitors student's progress by attending conferences with the teachers. Central Park provides Title I Curriculum Nights and reviews the Annual Education Report on Curriculum Night and at PTO meetings. Parents are also given this information through email and website postings from the building level and the district level.

(1118, e, 2) Central Park provides training and materials to parents through Title I events held at the school. These events are in coincide with the four core curricular areas in order to enhance academic success for students while at home. Some examples include a STEM/PYP night of inquiry at which parents were introduced to the engineering design process by working through activities and providing materials. "One Book, One School," is another event where parents modeled best practice strategies for reading, and comprehension strategies surrounding the book of study.

(1118, e, 3) We utilize professional development, Principal's Title I Conference Training, collaboration at grade level meetings and Community School Model meetings in order to integrate parent involvement in programs and activities that offer services to enhance the education of their children. For example, during the Community School Model meetings, if a child cannot get to school on time, on a regular basis, we work on connecting the parent or child to the best resource in the community for assistance, depending on the barrier. Another example includes providing a resource library for all of our parents to access anytime during the year.

(1118, e, 4) The school collaborates with Early childhood programs such as Great Start and Head Start- we have a teacher that sits on a team that includes pre-school teachers and elementary teachers to bridge and discuss issues between the two levels. Information is shared that increases communication and efficiency for our student's program transitions. Parents are invited to attend the Winter Kindergarten Orientation, usually held at the end of January or beginning of February. Parents are introduced to kindergarten experiences at Central Park. Parents are invited to attend the Kindergarten Preview in August, which introduces parents to the curriculum and the expectations of school. During this time, teachers assess incoming kindergarten students. Parents and students are given an academic goodie bag with books, writing tools and math tools to be utilized for the rest of the summer before school begins. Teachers and administrators distribute flyers prior to these events to the area pre-schools. Home visits are conducted in the case we cannot get ahold of families that are anticipated to attend Central Park Elementary with an incoming kindergartener. Surveys are provided to parents to learn if our staff and program are meeting the needs of our incoming parents. All parents have the access to the parent resource library.

(1118, e, 5) Information related to school and parent functions are posted on our website, in our weekly newsletter, are sent by mass email and at times individually invited via a phone call or even a home visit. If there is a language barrier, a resource is utilized to assist with communication.

(1118, e, 14) Central Park has offered a multitude of parent involvement activities including Title One/Curriculum Nights including whole school and individual grade levels. We also offer Co-Parenting opportunities with community partners.

(1118, f) Parents are offered an interpreter as needed, easy access to the building and meeting sites to discuss their children's progress and to be able to participate in all events. If a parent has visual needs, the special education department is contacted to see how we can best address the specific need of the parents to ensure that information is received from the staff as easily as possible. For example, utilizing a computer screen where print can be enlarged or perhaps a behavior plan (hard copy) with enlarged text, braille, etc.. Again, it all depends on

the specific visual needs of the parent. For parents with hearing impairments, we have our hearing specialist that can help us navigate which sound system is best to utilize. We have multiple sound systems with microphones in the classrooms for teaching, but also in one particular classroom for a hearing impaired student. We also utilize our Central Michigan University hearing specialists to help accommodate in the necessary case that we need a sign language interpreter, etc. For parents of migrant students, we would utilize our foreign language department to get an interpreter to alleviate the language barrier. For parents of migratory students, the building principal makes a phone call to the previous district to gain as much information as possible about the child coming to Central Park. The principal also meets with parents to discuss any previous history. If the principal finds immediate needs from this conversation, the connection to the Community School Model begins at that time. For example, if a parent explains that they have newly adopted their nephews and the nephews had a traumatic past with their previous family, Community Mental Health services are offered. Our CPCSM team is contacted regarding the potential needs of these students. If a parent has a cognitive impairment, usually they have a resource or advocate (from outside agencies such as The Arc of Midland, Disabilities Network or Michigan Alliance for Families) that is welcome to attend. We welcome any parent advocate to our meetings to assist with any understanding of the school processes. If the parent doesn't have an advocate, we can provide the resource connection in the community if they are interested.

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

Student achievement data impacts the evaluation of the parent involvement component several ways. Based on the comprehensive needs assessments and data collection, areas of need are discovered. The areas of need are then addressed by parent programming. For example, if we are seeing an abundance of office discipline referrals from students who have co-parenting/divorced parents, our Family Interventions Specialists are able to conduct a parent involvement activity that supports the needs for the parents. The Family Intervention Specialists also create groups of students based on needs and help these students build coping mechanisms in relation to what they are going through. We would also respond to our data indicating that we need to increase our math and reading scores. The parent involvement component of the School Wide plan will be evaluated by tracking parent attendance, administering surveys and evaluations at each event, including, but not limited to, Curriculum/Title One Night, Common Sense Parenting classes, Title One Grade Level Events, Kindergarten Preview, March is Reading Month parent program, etc.

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

Parent feedback is reported by the School Improvement team to inform parents each month. Not only will we consider the anecdotal feedback from each event, but annually, we will review attendance data to determine what topics lead to higher attendance patterns. We will also address any areas identified as areas of concern on the parent survey to adapt our plans for the following year.

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

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The school-parent compact is developed in partnership with parents, teachers, and administrators. It is reviewed annually to ensure it covers the agreements necessary for student success.

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

The compact is shared and discussed at parent-teacher conferences. A signature is required from all stakeholders, student, parent, teacher and principal to confirm their commitment to each child's success.

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

NA

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

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

The school provides individual academic results through the progress reports, individual conferences, IEPs, and fall and spring data meetings. Translations of results into a different language have not been needed but are available upon request. Individual meetings with parents to review their child's M-STEP data are also available.

Component 7: Preschool Transition Strategies

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

The school connects with preschool age children through open houses, summer Title 1 Preview for incoming Kindergarteners, Kindergarten Mini Session classroom visit, ESA transition IEPs, and Great Start Readiness Program visits.

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

Incoming Kindergarten parents are invited to our February Parent Orientation for pre-school parents, Summer parent meeting in August and Transition IEPs with Pre-School teachers at the ESA.

Component 8: Teacher Participation in Making Assessment Decisions

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

As part of an annual process, Central Park Elementary collects and analyzes classroom data, as well as, district and statewide assessments. PYP Units are developed which include formative and summative assessments developed by building teachers to capture the needs of their students. The district assessments are developed by the teachers themselves and the data gathered is used to drive instruction. Assessment development at both the school and district level is an on-going process driven by teacher input. It is revised and aligned to state standards as they evolve. This is done through professional development time and collaborative planning time. To create a school improvement plan that reflects the needs of the school community, all of this data is considered. Teachers use all these levels of assessment to inform their instruction. When a student provides a significant challenge, teachers bring their data and concerns to our Progress Monitoring data meetings to discuss the situation. The teacher gains the insights and targeted response from the team to alter or revise their instruction.

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

In addition to M-STEP, the staff uses district assessments for literacy, math, science, and social studies. Progress reports are an additional source of data along with DIBELS and assessments for K-3 literacy. Classroom teachers meet monthly with the building principal, learning coach, school psychologist, ancillary staff, and special education teachers to discuss achievement of individual students in all four content areas. A plan is developed in order to meet each student's needs based upon assessments. Both formative and summative assessments are used. The selection and development of supplemental assessments occurs when teachers need additional information in order to make instructional decisions. The majority of instructional decisions are based on formative assessments by the teacher, daily, to inform their instructional decisions.

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

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

Benchmark and Progress Monitoring meetings are held three-four times each per year to evaluate effectiveness of core and interventions. At Benchmark and progress monitoring meetings, each grade level looks at their data (class work, DIBELS, DAR and DRA assessments) and re-visits this list of students who were not proficient on the state assessments, to ensure that each child in the bottom 30% is being monitored and provided interventions based on the data indicated by these assessments. The specific criteria used to help determine if students need support include looking at the Bottom 30% from the M-Step (current raw data released by the state at this point to determine the bottom 30%). This information is shared right away in the fall (or as soon as it is made available to teachers).

Once students at risk are discovered, interventions are put in place in the fall. Through the progress monitoring process and the grade level process, student's data are further analyzed to see if improvements are being made. Student's achievement levels are analyzed through classroom and district assessments three to four times a year in the areas of reading, math, social studies and science.

Problem Solving Teams meet weekly throughout the school year.

The teams follow the RTI Model and the committee helps teachers brainstorm highly effective strategies/interventions for a student who is below benchmark. If the strategies aren't effective, the committee evaluates students in order to access special education services.

Community School Model Team meets weekly throughout the year.

The CPCSM team works to meet the physiological, social and emotional needs to support the whole child and erase the barriers to them accessing the curriculum.

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

As soon as data is collected, it is evaluated through progress monitoring and analyzed and interventions are put in place immediately. Small group instruction, 1:1 teacher/student instruction, ELA intervention block, Title 1 Instructional support paras, After School Scholars, Title 1 Family Intervention Specialists and Behavioral Specialist intervene during crisis situations (with students who are under emotional distress), Community Volunteers assist in mentoring roles and assisting teachers.

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

The IB Primary Years Program lends itself naturally to differentiation. Units of Inquiry are written to be flexible and to meet the needs of students at all levels. Through PYP and PLTW, units and modules create opportunities for students to make connections and to gain knowledge and understanding at their own pace.

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

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

Classroom Teachers (state funded), Teacher Leaders (State Funded), Family Intervention Specialists, (Title One Funded), School Nurse (Title One funded), Learning Coach (Title 1 funded), community members such as science and math volunteers (no funding needed), DHS Success Coach (state funded), Community Mental Health Liaison(no funding needed) and the district all work together to integrate and implement strategies into the School Wide Plan and goals. Strategies include our Title One Family Interventionist who works with students in crisis and provides social skill building, the School nurse who provides necessary treatment to a student or helps parents connect the child to the medical resource in the community, the DHS worker who helps families gain access to cash and food assistance as well as basic home needs like housing, running water and electricity, the Community Mental Health Liaison who provides parents the link between school and CMH, the Learning Coach who provides professional development in ELA, math, science and social studies, the Title One Teacher who provides specific instructional interventions/drills to the bottom 30% in math and reading and our Title One Paraprofessionals who help provide interventions and drills to students who need additional assistance in academics.

Title IA funding also supports summer school, Dreambox, Positive Behavior Support, kindergarten preview orientation, parenting programs and materials/supplies for Title One events.

Free and Reduced Lunch is available for qualifying students and provides breakfast and lunches to students throughout the school year and also provides snacks, breakfast and lunch during summer school. Central Park has a free and reduced rate of 60%.

Title IIA funds also fund teacher leaders to assist with professional development in core subject areas, and IB Primary Years Program training. Professional development at the district level teaches teachers best practice instructional methods that assist with all students. Primary Years Program professional development is also provided monthly during district and building PD time and additional training is provided for every elementary teacher and administrator.

McKinney Vento funding provides housing and basic needs to students who are deemed homeless.

Incentives for the Community School Model attendance program are provided by donors from the community that include local churches, individuals and businesses.

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

1. Comprehensive Needs Assessment

District and state funding allow for collaboration time for building and district teams to do the Comprehensive Needs Assessment, analyzing the data, and developing the plan based on the assessment.

2. Schoolwide Reform Strategies

General Fund supports the services provided by Lou Ann Bensinger, Coordinator of Elementary Curriculum. She observes and provides
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Central Park Elementary

feedback on instructional practices, as requested. She also coordinates district level curricular professional development which helps staff deliver the instructional program with fidelity. Lou Ann also provides feedback throughout our school improvement and Title 1 planning processes.

Title 1 supports the differentiation of student academics through adaptive learning software like Dreambox Learning in mathematics. We have also benefited from a local grant to help develop the IB PYP program in our building. It has provided training for teacher and administrators. Finally, Title 2A funding supports the 5D+ evaluation tool. An effective observation/evaluation process allows us to increase the quality of our teaching staff which research shows has the greatest impact on student achievement.

3. Highly Qualified Staff

State funding pays the salaries of staff who helps ensure highly qualified status on all staff members.

4. Attract and Retain Highly Qualified Staff

State funding allows us to pay the salaries that help attract and retain highly qualified staff. Title 1 funding allows us to provide resources to the classroom teacher including paraprofessional support and Temporary Title 1 teacher support that allows the teacher to be more effective and helps retain them.

5. Professional Development

The Coordinator of Elementary Curriculum is paid for out of the district General Fund. The General Fund also covers the cost of the professional development days provided to the staff.

The district receives Federal dollars in the form Title IIA funds. Central Park receives support from these funds through professional development opportunities for the International Baccalaureate Primary Years Program and the 5D+ Evaluation Tool training. The IB PYP training helps develop instructional design and strategies that improve student engagement, connect content areas and foster positive learning behaviors that research shows improves student learning and academic success.

6. Parental Involvement

Parents are involved at the building and district levels and the General Fund helps support this involvement. These funds support the work of the District School Improvement Committee and the Parent Information Committee. Parents are a valuable part of the school improvement process as they review building plans and develop the district plan. PIC representatives gain valuable insight into the hot topics of the district, provide parent perspective to district and building leadership and bring all this back to the building level to share with the broader parent community.

Title 1 funds also support parent programs that build the school-parent collaboration. We hold our annual opening meeting and curriculum nights to engage parents in the content and strategies to support students academic development. Title 1 Funds support the One School, One Book program which provides a book to each family and encourages participation by tracking student progress in the story.

7. Preschool Transition

The district pays for the supplies and staff for Kids Day at the Mall. This is an outreach program to help identify and inform families that have students that will be entering our schools in the Fall. Students participate in activities and parents are given information about the schools and things they can do with their children to improve readiness. The general fund also covers the salaries for Kindergarten teachers who participate in transition meetings with our Head Start and Preschool programs run by our ESA.

Title 1 funding is used to hold a Kindergarten summer session which allows us to let students and parents learn about the school and allows teachers to assess the needs of these incoming students.

8. Assessment Decisions

Our District Assessments and Data Warehouse are supported by the General Fund. The development of the assessments takes time and staff to develop through the district curriculum process. The general fund covers the salaries of staff and guest teacher salaries required for this process. Illuminate DNA and the training that is required is also a significant general fund expense.

Title 1 funds provide Dreambox Learning adaptive software which teachers chose to provide mathematics assessment data that helps guide instructional decisions.

9. Timely and Additional Assistance

Title 1 dollars provide programming that includes extended learning opportunities like summer school and lunch/after-school tutoring/mentoring. Title 1 Funds are also used to provide additional academic support through paraprofessional support and Temporary Title 1 teachers. It addresses non-academic barriers to academic success through the Family Intervention Specialist positions. The district also receives targeted Federal funds for children in Homeless situations through McKinney Vento. These dollars are spent to support our kids and their families during these difficult times. And finally, we receive Federal Free Lunch Support. Students participate in the National School Breakfast, Lunch, After-School Snack, and Summer Feeding Programs.

10. Coordination & Integration of Federal, State and Local Resources

The Associate Superintendent of Curriculum, Instruction and Assessment, The Director of Finance, and building administrators collaborate to coordinate Title 1 funds to complement, yet not supplant, district and school programming and supports which improves the impact of these additional dollars. The salaries of all of these individuals are supported by General Fund dollars as are technology and materials for these meetings.

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

Central Park coordinates and integrates funds from Title I, Title IIA, PTO, and district general funds to support a variety of programs. The items listed are examples of how Title I funds are used to support the school-wide components: activities in the Parental Involvement calendar, Benchmark meetings, paraprofessional support in K - 3 classrooms, interventions and supplies.

Title IIA funds are used for professional development opportunities in and outside the district.

PTO funds are used for funding for classroom supplies, field trips and parent activities in the Parent Involvement calendar.

General funds are used for all other components. More detail can be found in the activities sections of the School Improvement Plan.

Central Park students participate in the free breakfast and lunch program, without which many of our students would not have the nutrition needed to be successful. Central Park anticipates using the free breakfast and lunch program next year. Each year, we have a number of families that become homeless for one reason or another. Access to the support from McKinney-Vento provides us with a variety of ways we can meet the needs of these students and their families.

We are also fortunate to have a collaboration with the Department of Human Services which provides a halftime Success Coach for our building. The Success Coach focuses primarily on attendance and family distress issues, but has access to a large number of community supports that he brings to the table when we are discussing struggling families. We also receive support from local groups to meet the needs of our students. From Sneakerpalooza to Sharing Tree and Bag Pack/School Supplies to weekly food programs, Central Park has access to these resources well above what we could provide on our own thanks to local funds and support.

Evaluation:

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

The school evaluates effectiveness of the schoolwide program through the school improvement process, looking through achievement data on the M-STEP, district assessments, DIBELS and classroom assessments. The observation/evaluation process is used to assess the fidelity in which the school improvement plan is being implemented. Benchmark meetings are used to evaluate the effectiveness of strategies for individual students and tweak instructional plans to address their unique needs.

The Leadership Team meets monthly to review progress on Title One information, School Improvement Plan Information, The PYP Coordinator is also present monthly to go over any topics related to the IB PYP professional development. An Central Park Community School

Model member is also present at the leadership meetings and shares upcoming incentives, events and data/progress on attendance.

Central Park implements "15 Minute Meetings" monthly. These meetings involve each teacher sitting down with the Community School Team (Nurse, Family Intervention Specialists, Community Mental Health Liaison, Department of Human Services and the Principals) and share any well being concerns for any child in their classroom. The CSM team then works toward helping any family or student connect with the best resource to meet the social, behavioral, medical, or shelter needs they may have.

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

The school uses the results from the indicators of academic achievement to identify groups that are not performing and areas in the curriculum that need modifications to improve student success.

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

The Benchmark team reviews building data quarterly to determine the building effectiveness in regard to the schoolwide programs. Building goals are made in curricular areas and teachers meet monthly to review student progress toward proficiency achievement. When needed modifications are made to the instructional focus and interventions to improve student success through an increase in time or change in intervention.

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

Student progress is reviewed and analyzed at monthly progress monitoring meetings. Intervention programs are established for students not achieving and, based on grade level achievements, revisions to the building plan occur to ensure continuous improvement of students in our schoolwide plan.

School Improvement 2019-2020

Overview

Plan Name

School Improvement 2019-2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase proficiency in English Language Arts.	Objectives: 1 Strategies: 8 Activities: 26	Academic	\$917270
2	All students will increase proficiency in mathematics.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$134300
3	All students will increase proficiency in Science	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0
4	All students will be proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: All students will increase proficiency in English Language Arts.

Measurable Objective 1:

61% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading in English Language Arts by 2019-20 with an increase to 85% in Reading by 06/14/2024 as measured by state and local assessments .

Strategy 1:

Balanced Literacy - Literacy Essentials will be taught daily in order to improve reading including writing workshop, reading workshop, word work, comprehension and guided reading.

Category: English/Language Arts

Research Cited: Classrooms That Work, Cunning, 2010

Tier: Tier 1

Activity - Literacy Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-1 Teachers will have a daily 90 minute literacy block. Second grade teachers will have a daily 60-90 minute block. 3-5 teachers will have a 60 minute block. Teachers will work to have a minimum of 30 minutes of a sustained block, building up to the total of 60-90 minutes.	Direct Instruction, Academic Support Program	Tier 1	Evaluate	09/03/2019	06/19/2020	\$0	No Funding Required	Administrators, Personal Instructional Literacy Specialist and Teachers.

Activity - Utilizing Title I Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Staff will support the identified at-risk students by adding more one on one time to their instruction. This will support the teachers by helping to reinforce skills already taught, incorporate interventions or monitor the students while the teacher provides instruction. The Title I staff will include Personalized Instructional Coach, teacher, and highly qualified Para support.	Academic Support Program	Tier 2	Evaluate	09/03/2019	06/19/2020	\$230607	Title I Part A	Administrators, Personalized Instructional Coach, Teachers and Title One Paraprofessionals.

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title One Personal Instructional Coach, school psychologist, principals and classroom teachers will attend 3-5 grade level meetings each year to analyze needs of at-risk targeted students in all content areas.	Teacher Collaboration	Tier 2	Evaluate	09/03/2019	06/19/2020	\$0	Title I Part A	Administrators, Personal Instructional Coach and Teachers.
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Activity - Kindergarten Readiness/Preview	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5 Kindergarten teachers will provide two days of instruction prior to the beginning of the school year to incoming kindergarteners in order to pre-teach skills necessary for kindergarten success in all content areas. 2 Highly Qualified paraprofessionals will assist teachers in assessing students. Teachers have the option of visiting students in their home setting to give teachers insight into the needs of the whole child.	Academic Support Program	Tier 1	Monitor	08/19/2019	08/26/2019	\$3113	Title I Part A	Administrators, paraprofessionals and Kindergarten Teachers

Activity - Parent Days/Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum day/nights to promote family learning such as One Book, One School reading activity, Behavior Specialist training for parents such as Dos and Donuts programs to address whole child needs, math and reading events, and STEM Nights.	Parent Involvement	Tier 1	Evaluate	09/03/2019	06/19/2020	\$5697	Title I Part A	Administrators, Teachers

Activity - Literacy Intervention Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Words Their Way (digital), targeting K-2nd grade with this intervention, used for students in 3rd-5th grade on an as needed basis. Read Naturally Digitally will also be used with students 2nd-5th grade to develop fluency, comprehension and other literacy skills. Teachers will implement the Phonemic Awareness curriculum by Heggerty, targeting K-2nd grade with this intervention, used for students in 3rd-5th grade on an as needed basis. Additionally, the Power of Picture Books will be used with students in grades 3-5, as needed, to support teaching in literacy.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$6525	Title I Part A	Administrators, Personalized Instructional Coach and Teachers

Strategy 2:

Personalized Instructional Coach - Coach will support teachers and Title I staff with best practice interventions, management strategies, and evidence based instructional tools, materials/resources. This support will allow/enhance student access to opportunities that meet their individual needs necessary to close achievement gaps and increase the proficiency rate of growth in academic areas. The personalized coach will help develop the whole child, while supporting the teacher in all areas

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of the curriculum.

Category: Learning Support Systems

Research Cited: McGlinchey, M.T. & Goodman, S.D. (208).

Best Practices in Implementing School Reform. In A. Thomas and UJ. Grime (Eds.) Best Practices in School Psychology V. Bethesda, MD: National Association of School Psychologists.

Tier: Tier 1

Activity - Title I Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach to train Title I staff during the school day on strategies and interventions. This sustained training will help improve effectiveness of instructional paras/teachers leading to academic growth.	Academic Support Program	Tier 1	Monitor	08/27/2018	06/07/2019	\$145844	Title I Part A	Administrators
Activity - Training for HQ Title I Instructional Support Paras	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified staff will be trained in instructional strategies, intervention strategies, visual supports, behavior supports to improve student achievement. These trainings will occur at least three times during the school year and will include all four core areas of instructional strategies and interventions.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/19/2020	\$230607	Title I Part A	Administrators, Community School Model Team and Teachers
Activity - Best Practice training, modeling and creation of lesson plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training, modeling, collaborating and supporting classroom teachers on best practice in lessons and in the creation of instructional plans for at-risk students.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/19/2020	\$0	No Funding Required	Administrators and Personalized Instructional Coach.
Activity - Personalized Instructional Coach Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Title I Personalized Instructional Coach will attend ELA workshops and/or conferences that support instruction and student growth. Conferences may include, but not limited to, Guided Reading with Jan Richardson and Cognitive Coaching workshops.	Academic Support Program	Tier 1	Implement	08/26/2019	06/19/2020	\$1000	Title I Part A	Administrators and Personalized Instructional Coach
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Strategy 3:

Academic/Behavior Support for the Whole Child - Increase Parental Involvement, Support, and Student Attendance - The Community School Model, a partnership with the Department of Human Services will be provided at Central Park Elementary. The Community School Model consists of bringing community resources to the school. The school acts as the "hub" for social services and human resources. This model removes barriers that prevent parents from getting students to school on time, in class every day, and prevents them from leaving early. This model will also provide incentives to parents, provides opportunities for workshops, parental support, and a variety of community resource options. The DHS worker will assist with turning the power back on at houses, preventing the electricity from being shut off and/or providing heat to houses and will assist families in avoiding homelessness. These are serious matters that make it possible for our students and our families to concentrate on other issues like education. Perfect attendance is the goal and this model provides support for families to have kids at school in order to achieve academic goals.

This strategy will assist teachers in meeting the needs of the whole child.

Category: Other - Community School Model- Connecting parents to outside resources for help with basic needs.

Research Cited: www.communityschools.org

Tier: Tier 1

Activity - Family Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family intervention specialists will work with students/families to help prevent behaviors interfering with classroom learning.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/19/2020	\$102937	Title I Part A	Administrators and Family Intervention Specialists

Activity - Parenting Resource Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement materials to be checked out or given as support for parents with at-risk students	Behavioral Support Program, Parent Involvement	Tier 1	Monitor	08/26/2019	06/19/2020	\$5000	Title I Part A	Administrators and Family Intervention Specialists

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Activity - School Nurse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School nurses help families and/or teachers with medical issues, medications, hygiene as well as other issues.	Other	Tier 1	Evaluate	09/03/2019	06/19/2020	\$52000	Title I Part A	Administrators and school nurses
Activity - Positive Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on classroom/individual needs assessment for building a positive environment, a short/long term goal will be established and materials will be provided/suggested to celebrate success within the classroom or a specific area of the building. May include games, videos, free time to engage in technology. etc.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$220	Title I Part A	Administrators and entire Central Park Staff
Activity - Tutor Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After School tutors to support core academic areas with students that struggle with understanding concepts and work completion.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	No Funding Required	Administrators and Teachers
Activity - Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Specialist to help with behavior needs, interventions and strategies for classroom teachers. In school suspension available for transforming behavior and meeting the whole child's needs. Restorative justice practices will be implemented for conflict resolution.	Behavioral Support Program	Tier 1	Getting Ready	08/26/2019	06/19/2020	\$78456	Title I Part A	Administrators and Behavior Specialist
Activity - Training for Family Intervention Specialist and Behavior Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Intervention Specialists and Behavior Specialist will have Professional Development in Restorative Practices and Trauma related conferences or courses.	Behavioral Support Program, Parent Involvement	Tier 2	Getting Ready	08/26/2019	06/19/2020	\$1900	Title I Part A	Administrators, Family Intervention Specialist and Behavior Specialist
Activity - Anti-Bullying Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students, parents, and teachers will receive training on anti-bullying topics that will benefit the whole child.	Behavioral Support Program	Tier 1		09/02/2019	06/20/2020	\$0	Title I Part A	Family Intervention Specialists, Behavior Intervention Specialist, teachers, administrators
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Strategy 4:

Summer School - Summer school will be provided for students that are at risk in the 4 core areas. HQ teachers will provide additional support for 12-20 days in the summer. Transportation, food and salaries for the teachers/paras are included. This school will occur at Central Park Elementary.

Category: English/Language Arts

Research Cited: Making Summer Count, JENNIFER SLOAN MCCOMBS CATHERINE H. AUGUSTINE

HEATHER L. SCHWARTZ SUSAN J. BODILLY BRIAN MCINNIS

DAHLIA S. LICHTER AMANDA BROWN CROSS

Tier: Tier 1

Activity - Summer School for Title Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I students will be provided academic support in the summer for up to 20 days. Reading and Math focus but may include PBL or Interest Based or Math/Reading in action. (Field Trips)	Academic Support Program	Tier 2	Getting Ready	07/06/2020	08/07/2020	\$50000	Title I Part A	Administrators, Teacher Leader and Summer School Teachers

Strategy 5:

Problem Solving Model - Staff will provide interventions and differentiated instruction for students at risk of not achieving the core reading content, i.e. tiered interventions and problem solving.

Category: Early Learning

Research Cited: Research Cited: McGlinchey, M.T., & Goodman, S.D. (2008). Best Practices in Implementing school Reform. In A. Thomas and J. Grime (Eds.) Best Practices in School Psychology V. Bethesda, MD: National Association of School Psychologists.

Tier: Tier 2

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Activity - Implementing Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Teachers will differentiate the current curriculum along with providing interventions to support individual needs.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/03/2019	06/19/2020	\$0	No Funding Required	Administrators and Teachers

Strategy 6:

Career Exploration, Inquiry, Diversity, and Questioning - Training on Inquiry and Questioning stems to develop higher order thinking skills that enhance/support comprehension in all text structures and communication. PYP/STEM coordinator will work collaboratively with teachers including PLTW/STEM. Students will participate in career awareness, exploration and preparation activities and diversity activities.

Category: Learning Support Systems

Research Cited: www.kathmurdoch.com.au/

Tier: Tier 1

Activity - IB Primary Years Programme Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IB Primary Years Programme Coordinator to lead PD and work collaboratively with teachers on a bi-weekly basis to incorporate reading standards, open-ended stems and thinking routines into unit planners.	Academic Support Program	Tier 1	Evaluate	08/26/2019	06/19/2020	\$0	No Funding Required	Administrators, District Administrators and PYP Coordinator

Activity - Career Awareness and Exploration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in age-appropriate career awareness, exploration, and preparation activities. Specific activities include IB units of inquiry, career guest speakers, exploration play related to careers, an introduction of non-traditional careers, family events, and school and community-based projects.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/19/2020	\$0	No Funding Required	Classroom teachers, Primary Years Program coordinator

Activity - Inclusion and Diversity initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in training to increase awareness of issues related to inclusion and diversity. Students will participate in initiatives that support inclusion and diversity.	Behavioral Support Program	Tier 1	Getting Ready	09/02/2019	06/20/2020	\$0	Other	Inclusion and Diversity Committee, teachers, administrators, support staff
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Strategy 7:

Title One Conference - Administrators will attend the Spring and Fall Title One Conference to gain understanding of various resources that are available to improve scores in all core areas and to learn about recent changes in Title One law.

Category: Other - Administrators will attend the Spring and Fall Title One Conference to learn more about Federal Aid

Tier: Tier 1

Activity - Title One Leadership Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend fall and spring state level conferences to gain knowledge to improve proficiency and student growth scores in all academic areas.	Professional Learning	Tier 1	Evaluate	09/03/2019	06/19/2020	\$3364	Title I Part A	Administrators

Strategy 8:

Technology - Classroom teachers in grades K-5 and resource room teachers will use technology to improve their reading/writing instruction and student achievement.

Category: Learning Support Systems

Tier: Tier 1

Activity - District Instructional Technology Media Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Instructional Technology Media Specialist will support teacher to integrate technology across the curriculum	Academic Support Program	Tier 1	Evaluate	08/26/2019	06/19/2020	\$0	Other	District Administrators, Principals.

Activity - Literacy Enhancement K-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use 1 to 1 devices to access ELA applications and electronic readers.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	No Funding Required	Administrators, District Administrators, IT Staff and Teachers

Goal 2: All students will increase proficiency in mathematics.

Measurable Objective 1:

47% of Third, Fourth and Fifth grade students will demonstrate a proficiency in 2019-20 in Mathematics by 06/19/2020 as measured by state and local assessments .

Strategy 1:

Mathematical Foundation - K-5 teachers will develop a strong mathematical foundation with all students. Teachers will provide time, exposure to concept and practice of the mathematical competencies.

Category: Mathematics

Tier: Tier 1

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize and incorporate strategies from the book Number Talks by Sherry Parrish as well as number talks work with math consultant, Shannon Samulski.	Curriculum Development	Tier 1	Implement	08/26/2019	06/19/2020	\$500	Title I Part A	Administrators, Personal Instructional Specialist and Teachers

Activity - Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inquiry/questioning stems to develop higher order thinking skills that enhance all math domains will be used by classroom teachers.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	No Funding Required	Administrators, Personal Instructional Specialist, Teachers and PYP Coordinator

Activity - Performance Task Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide opportunities for students to practice real-world performance tasks that correlate with the mathematical competency being studied and modeled drawings for problem-solving. Performance Tasks and modeled drawings will stem from trainings by Shannon Samulski (math consultant). This taps into a big part of our mission which is project-based learning, inquiry-based and shifting from teacher-led instruction to student-led instruction in math.	Curriculum Development	Tier 1	Implement	08/26/2019	06/19/2020	\$38400	Title I Part A	Administrators, Personal Instructional Specialist and Teachers
Activity - Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Consultant, teacher leader, instructional coach and PYP coordinator will collaborate instruct and support classroom teachers and title staff on best practice in mathematics.	Professional Learning	Tier 1	Implement	08/26/2019	06/19/2020	\$38400	Title I Part A	Administrators, Personal Instructional Coach, Teacher Leaders, Teachers and math consultant.
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 to 1 devices will be used to support mathematical competencies through Dreambox. Other applications will also be used such as Prodigy and Moby Max.	Academic Support Program	Tier 1	Evaluate	09/03/2019	06/19/2020	\$7000	Title I Part A	Administrators, Personal Instructional Coach and Teachers
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided academic support in the summer for up to 20 days.	Academic Support Program	Tier 2	Monitor	07/06/2020	08/14/2020	\$50000	Title I Part A	Administrators, Teacher Leader and Teachers

Goal 3: All students will increase proficiency in Science

Measurable Objective 1:

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52% of Third, Fourth and Fifth grade students will demonstrate a proficiency by 2019-20 with an increase in Science by 06/19/2020 as measured by state and local assessments .

Strategy 1:

Increase scientific comprehension - Increase comprehension and understanding of the Scientific Inquiry Process.

Category: Science

Tier: Tier 1

Activity - Higher Level Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use higher level questioning stems to develop a deeper understanding of the science concepts being taught and being able to give explanations based on evidence derived from the Project Lead the Way kits and Project Based Learning STEM activities.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	No Funding Required	Administrators and Teachers

Strategy 2:

Engineering Design Process - Develop the ability to understand and use the Engineering Design Process to increase proficiency and understanding of concepts.

Category: Science

Tier: Tier 1

Activity - Project Lead The Way	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and use Project Lead The Way modules, science kits (Battle Creek Cereal City and Midland Public Schools kits), Project Based Learning, STEM activities, launch logs during instruction and hands on learning time.	Curriculum Development	Tier 1	Implement	09/03/2019	06/19/2020	\$0	General Fund	Administrators, Teacher Leaders, Teachers

Strategy 3:

Information writing - Develop information writing to improve reflections, scientific drawings and responses.

Category: Science

Tier: Tier 1

Activity - Cereal City Science Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use Cereal City Science materials to enhance writing related science concepts and standards.	Curriculum Development	Tier 1	Implement	09/03/2019	06/19/2020	\$0	General Fund	District and building administrators, teacher leaders and teachers.
Activity - Exemplars in scientific writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine during collaborative time with STEM coordinator, scientific exemplar writing pieces to be used as models.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	No Funding Required	Administrator, PYP Coordinator, teachers
Activity - PLTW Launch Logs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Project Lead The Way Launch Logs to increase proficiency in scientific writing.	Materials, Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	General Fund	District Administrators, building administrators, teacher leaders and teachers

Goal 4: All students will be proficient in Social Studies

Measurable Objective 1:

18% of Fifth grade students will demonstrate a proficiency with informational reading and writing in Social Studies by 06/19/2020 as measured by state and local assessments with an increase to 85% by 2024.

Strategy 1:

Informational Reading Materials - Teachers will use supplemental informational text within the social studies curriculum to promote comprehension. The Primary Years Programme will be used to integrate Common Core State standards and balance the four core areas of instruction. In addition, we will continue to work to increase the accessibility of technological devices in the hands of staff and students and focus on the importance of digital citizenship.

Category: Social Studies

Research Cited: Building Background Knowledge for Academic Achievement: Research on What Works in Schools by Robert Marzano.2004

Tier: Tier 1

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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize technology equipment (Chromebooks) to research and read informational topics.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	No Funding Required	Administrators and teachers.
Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with the PYP coordinator, teachers will select and use informational text that connects the material and standards with the PYP unit planners to build a deeper understanding of the contents/concepts. Online resources available for nonfiction reading include Time for Kids, Scholastic, Readworks, Epic, CNN 10, Channel One News (primarily 5th grade), MEL - Michigan Electronic Library, Discovery Education, Quizlet, Kahoot, Tour Builder website, Making Thinking Visible thinking routines, etc	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	No Funding Required	Administrators and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Lead The Way	Implement and use Project Lead The Way modules, science kits (Battle Creek Cereal City and Midland Public Schools kits), Project Based Learning, STEM activities, launch logs during instruction and hands on learning time.	Curriculum Development	Tier 1	Implement	09/03/2019	06/19/2020	\$0	Administrators, Teacher Leaders, Teachers
PLTW Launch Logs	Use Project Lead The Way Launch Logs to increase proficiency in scientific writing.	Materials, Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	District Administrators, building administrators, teacher leaders and teachers
Cereal City Science Kits	Use Cereal City Science materials to enhance writing related science concepts and standards.	Curriculum Development	Tier 1	Implement	09/03/2019	06/19/2020	\$0	District and building administrators, teacher leaders and teachers.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Higher Level Questioning	Use higher level questioning stems to develop a deeper understanding of the science concepts being taught and being able to give explanations based on evidence derived from the Project Lead the Way kits and Project Based Learning STEM activities.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	Administrators and Teachers

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Career Awareness and Exploration	Students will participate in age-appropriate career awareness, exploration, and preparation activities. Specific activities include IB units of inquiry, career guest speakers, exploration play related to careers, an introduction of non-traditional careers, family events, and school and community-based projects.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/19/2020	\$0	Classroom teachers, Primary Years Program coordinator
Inquiry	Inquiry/questioning stems to develop higher order thinking skills that enhance all math domains will be used by classroom teachers.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	Administrators, Personal Instructional Specialist, Teachers and PYP Coordinator
Implementing Tiered Interventions	Classroom Teachers will differentiate the current curriculum along with providing interventions to support individual needs.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/03/2019	06/19/2020	\$0	Administrators and Teachers
Literacy Block	K-1 Teachers will have a daily 90 minute literacy block. Second grade teachers will have a daily 60-90 minute block. 3-5 teachers will have a 60 minute block. Teachers will work to have a minimum of 30 minutes of a sustained block, building up to the total of 60-90 minutes.	Direct Instruction, Academic Support Program	Tier 1	Evaluate	09/03/2019	06/19/2020	\$0	Administrators, Personal Instructional Literacy Specialist and Teachers.
Tutor Support	After School tutors to support core academic areas with students that struggle with understanding concepts and work completion.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	Administrators and Teachers
IB Primary Years Programme Coordinator	IB Primary Years Programme Coordinator to lead PD and work collaboratively with teachers on a bi-weekly basis to incorporate reading standards, open-ended stems and thinking routines into unit planners.	Academic Support Program	Tier 1	Evaluate	08/26/2019	06/19/2020	\$0	Administrators, District Administrators and PYP Coordinator
Literacy Enhancement K-5	Students will use 1 to 1 devices to access ELA applications and electronic readers.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	Administrators, District Administrators, IT Staff and Teachers
Technology	Students will utilize technology equipment (Chromebooks) to research and read informational topics.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	Administrators and teachers.

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Best Practice training, modeling and creation of lesson plans	Training, modeling, collaborating and supporting classroom teachers on best practice in lessons and in the creation of instructional plans for at-risk students.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/19/2020	\$0	Administrators and Personalized Instructional Coach.
Informational Text	In collaboration with the PYP coordinator, teachers will select and use informational text that connects the material and standards with the PYP unit planners to build a deeper understanding of the contents/concepts. Online resources available for nonfiction reading include Time for Kids, Scholastic, Readworks, Epic, CNN 10, Channel One News (primarily 5th grade), MEL - Michigan Electronic Library, Discovery Education, Quizlet, Kahoot, Tour Builder website, Making Thinking Visible thinking routines, etc	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	Administrators and teachers
Exemplars in scientific writing	Determine during collaborative time with STEM coordinator, scientific exemplar writing pieces to be used as models.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	Administrator, PYP Coordinator, teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
District Instructional Technology Media Specialist	District Instructional Technology Media Specialist will support teacher to integrate technology across the curriculum	Academic Support Program	Tier 1	Evaluate	08/26/2019	06/19/2020	\$0	District Administrators, Principals.
Inclusion and Diversity initiatives	Teachers will participate in training to increase awareness of issues related to inclusion and diversity. Students will participate in initiatives that support inclusion and diversity.	Behavioral Support Program	Tier 1	Getting Ready	09/02/2019	06/20/2020	\$0	Inclusion and Diversity Committee, teachers, administrators, support staff

Title I Part A

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Meetings	Title One Personal Instructional Coach, school psychologist, principals and classroom teachers will attend 3-5 grade level meetings each year to analyze needs of at-risk targeted students in all content areas.	Teacher Collaboration	Tier 2	Evaluate	09/03/2019	06/19/2020	\$0	Administrators, Personal Instructional Coach and Teachers.
Number Talks	Teachers will utilize and incorporate strategies from the book Number Talks by Sherry Parrish as well as number talks work with math consultant, Shannon Samulski.	Curriculum Development	Tier 1	Implement	08/26/2019	06/19/2020	\$500	Administrators, Personal Instructional Specialist and Teachers
Kindergarten Readiness/Preview	5 Kindergarten teachers will provide two days of instruction prior to the beginning of the school year to incoming kindergarteners in order to pre-teach skills necessary for kindergarten success in all content areas. 2 Highly Qualified paraprofessionals will assist teachers in assessing students. Teachers have the option of visiting students in their home setting to give teachers insight into the needs of the whole child.	Academic Support Program	Tier 1	Monitor	08/19/2019	08/26/2019	\$3113	Administrators, paraprofessionals and Kindergarten Teachers
Training for HQ Title I Instructional Support Paras	Highly qualified staff will be trained in instructional strategies, intervention strategies, visual supports, behavior supports to improve student achievement. These trainings will occur at least three times during the school year and will include all four core areas of instructional strategies and interventions.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/19/2020	\$230607	Administrators, Community School Model Team and Teachers
Summer School	Students will be provided academic support in the summer for up to 20 days.	Academic Support Program	Tier 2	Monitor	07/06/2020	08/14/2020	\$50000	Administrators, Teacher Leader and Teachers
Family Intervention Specialists	Family intervention specialists will work with students/families to help prevent behaviors interfering with classroom learning.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/19/2020	\$102937	Administrators and Family Intervention Specialists
Personalized Instructional Coach Professional Development	Title I Personalized Instructional Coach will attend ELA workshops and/or conferences that support instruction and student growth. Conferences may include, but not limited to, Guided Reading with Jan Richardson and Cognitive Coaching workshops.	Academic Support Program	Tier 1	Implement	08/26/2019	06/19/2020	\$1000	Administrators and Personalized Instructional Coach

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Technology	1 to 1 devices will be used to support mathematical competencies through Dreambox. Other applications will also be used such as Prodigy and Moby Max.	Academic Support Program	Tier 1	Evaluate	09/03/2019	06/19/2020	\$7000	Administrators, Personal Instructional Coach and Teachers
Title I Staff Training	Instructional coach to train Title I staff during the school day on strategies and interventions. This sustained training will help improve effectiveness of instructional paras/teachers leading to academic growth.	Academic Support Program	Tier 1	Monitor	08/27/2018	06/07/2019	\$145844	Administrators
Literacy Intervention Programs	Teachers will implement Words Their Way (digital), targeting K-2nd grade with this intervention, used for students in 3rd-5th grade on an as needed basis. Read Naturally Digitally will also be used with students 2nd-5th grade to develop fluency, comprehension and other literacy skills. Teachers will implement the Phonemic Awareness curriculum by Heggerty, targeting K-2nd grade with this intervention, used for students in 3rd-5th grade on an as needed basis. Additionally, the Power of Picture Books will be used with students in grades 3-5, as needed, to support teaching in literacy.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$6525	Administrators, Personalized Instructional Coach and Teachers
School Nurse	School nurses help families and/or teachers with medical issues, medications, hygiene as well as other issues.	Other	Tier 1	Evaluate	09/03/2019	06/19/2020	\$52000	Administrators and school nurses
Training for Family Intervention Specialist and Behavior Specialist	Family Intervention Specialists and Behavior Specialist will have Professional Development in Restorative Practices and Trauma related conferences or courses.	Behavioral Support Program, Parent Involvement	Tier 2	Getting Ready	08/26/2019	06/19/2020	\$1900	Administrators, Family Intervention Specialist and Behavior Specialist
Title One Leadership Conference	Attend fall and spring state level conferences to gain knowledge to improve proficiency and student growth scores in all academic areas.	Professional Learning	Tier 1	Evaluate	09/03/2019	06/19/2020	\$3364	Administrators
Anti-Bullying Program	Students, parents, and teachers will receive training on anti-bullying topics that will benefit the whole child.	Behavioral Support Program	Tier 1		09/02/2019	06/20/2020	\$0	Family Intervention Specialists, Behavior Intervention Specialist, teachers, administrators

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Behavior Supports	Behavior Specialist to help with behavior needs, interventions and strategies for classroom teachers. In school suspension available for transforming behavior and meeting the whole child's needs. Restorative justice practices will be implemented for conflict resolution.	Behavioral Support Program	Tier 1	Getting Ready	08/26/2019	06/19/2020	\$78456	Administrators and Behavior Specialist
Parenting Resource Materials	Parent Involvement materials to be checked out or given as support for parents with at-risk students	Behavioral Support Program, Parent Involvement	Tier 1	Monitor	08/26/2019	06/19/2020	\$5000	Administrators and Family Intervention Specialists
Utilizing Title I Staff	Title I Staff will support the identified at-risk students by adding more one on one time to their instruction. This will support the teachers by helping to reinforce skills already taught, incorporate interventions or monitor the students while the teacher provides instruction. The Title I staff will include Personalized Instructional Coach, teacher, and highly qualified Para support.	Academic Support Program	Tier 2	Evaluate	09/03/2019	06/19/2020	\$230607	Administrators, Personalized Instructional Coach, Teachers and Title One Paraprofessionals.
Positive Behavior Supports	Based on classroom/individual needs assessment for building a positive environment, a short/long term goal will be established and materials will be provided/suggested to celebrate success within the classroom or a specific area of the building. May include games, videos, free time to engage in technology. etc.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$220	Administrators and entire Central Park Staff
Parent Days/Nights	Curriculum day/nights to promote family learning such as One Book, One School reading activity, Behavior Specialist training for parents such as Dos and Donuts programs to address whole child needs, math and reading events, and STEM Nights.	Parent Involvement	Tier 1	Evaluate	09/03/2019	06/19/2020	\$5697	Administrators, Teachers
Performance Task Opportunities	Teachers will provide opportunities for students to practice real-world performance tasks that correlate with the mathematical competency being studied and modeled drawings for problem-solving. Performance Tasks and modeled drawings will stem from trainings by Shannon Samulski (math consultant). This taps into a big part of our mission which is project-based learning, inquiry-based and shifting from teacher-led instruction to student-led instruction in math.	Curriculum Development	Tier 1	Implement	08/26/2019	06/19/2020	\$38400	Administrators, Personal Instructional Specialist and Teachers

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Summer School for Title Students	Title I students will be provided academic support in the summer for up to 20 days. Reading and Math focus but may include PBL or Interest Based or Math/Reading in action. (Field Trips)	Academic Support Program	Tier 2	Getting Ready	07/06/2020	08/07/2020	\$50000	Administrators, Teacher Leader and Summer School Teachers
Math Professional Development	Math Consultant, teacher leader, instructional coach and PYP coordinator will collaborate instruct and support classroom teachers and title staff on best practice in mathematics.	Professional Learning	Tier 1	Implement	08/26/2019	06/19/2020	\$38400	Administrators, Personal Instructional Coach, Teacher Leaders, Teachers and math consultant.