



# **School Improvement Plan**

Ring Lardner Middle School

Niles Community 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 2016-2017 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

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

# Title I Targeted Assistance Diagnostic



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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: Needs Assessment

### **1. How was the comprehensive needs assessment process conducted?**

All school personnel work in data teams to review the data on student achievement. Data teams review the needs of the students and professional development based on the goals set by the district, the school, and individual teams. A comprehensive needs assessment of the entire school was done based on information about the achievement of our children in relation to the State Standards.

### **2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

All school personnel work in data teams to review the data on student achievement. Data teams review the needs of the students and professional development based on the goals set by the district, the school, and individual teams. Student intervention teams meet to review the data of students who have been identified in the data team process to determine the appropriate setting, additional help, and interventions. This is done in all four core academic areas.

### **3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

The school uses a variety of different criteria to determine growth of each student. This includes but is not limited to: MEAP, NWEA, Formative Assessments, Summative assessments, and student writing.

### **4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

The school uses a variety of different criteria to determine the growth of each student. This includes but is not limited to: NWEA, Formative Assessments, Summative Assessments, Dibels, Brigance, Read Naturally, and others.

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

The school and district offer the following assistance that provides additional time outside the school day: Saturday Academy, After School Homework and Interventions, Summer School or Summer Interventions, and more. During the school day there is assistance from: Parents, Instructional Assistants, Volunteers, and others.

### **Component 3: Incorporated Into Existing School Program Planning**

**1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

The school and district is working on plans that look closely at the amount of time students have with adults, instruction, and focused work. In addition, there is a concerted effort to engage parents into the work and build a culture of high expectations in the school and the school community.

## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Data Teams, Collins Writing, and a focus on formative assessments that provide immediate feedback to teachers. In addition, the school and district offer the following assistance that provides additional time outside the school day: Saturday Academy, After School Homework and Interventions, Summer School or Summer Interventions, and more. During the school day there is assistance from: Parents, Instructional Assistants, Volunteers, and others.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

All our strategies are based in strong research from noted individuals such as Doug Reeves, Mike Schoker. Fontis and Pannel, Education Trust, and others.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

Newmann (2001) defined academic success when professionals work together, despite different activities, if the purpose and aim of those activities are clearly focused, purportedly by a leader, setting clear goals that will bring about a higher quality end product thus leading to higher student achievement. So, the best situation is one in which we work together as a community of caring individuals to steer efforts toward programmatic coherence (Newmann et al., 2001)

Time is a key factor for students to learn (Learning, 1994). This is especially true for students who have struggled with school. Some students take three to six times longer than others to learn the same thing.

Similar to what is being accomplished in the Boston Public Schools and their Expanded Learning Time Initiative, the opportunity for the students of NCS to participate in an enrichment program where students find their talents, explore new skills, and link the daily work with activities has been shown to raise achievement while making school more rewarding.

In order for schools to maximize the great potential of expanded time, the National Center on Time & Learning has launched Transforming Schools through Expanded Learning Time, showing how the increased learning time in addition to homework guidance and help have supported major turn around efforts for students in schools across the country (Learning, 2013).

Student progress is directly proportionate to the quality and quantity of instructional time. There are truths in the data that many students begin behind at the start of the school year and remain behind. Time starved programs that rely on sudden bursts of instruction rarely move students to percentiles that meet grade level expectations. Instead, it is the sustained programs that build more time into the instructional day that have the greater impact (Fielding et al., 2007).

one hour on homework every night and sometimes two hours. In many situations, the homework is not completed due to the nature of after school activities or lack of support. Time for extra activities tied to the completion of homework in the extended school day has shown good progress for students across the country in the extended learning time programs.

Homework by itself has not been proven to be effective in helping underachieving students. It is only a piece in the larger puzzle of expectations. To amplify the message of the extended learning time and the importance of accomplishing tasks that build on the cognitive practice student require, parents must learn the language and the nature of today's classroom and how students need to be engaged in the learning process. Parents who co-understand the importance of deliberate practice, concentration, and the difference between surface and deep knowing, are more able to have the dialogue with their children that leads to higher achievement (Hattie, 2012).

#### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

The school and district work with an inclusion model for students who meet that criteria. In addition, instructional assistants work with the classroom teacher in the classroom to support the learning in the classroom. Extended learning opportunities are done after school and clearly focused on small group instruction by highly qualified teachers.

## **Component 5: Title I and Regular Education Coordination**

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

The school and district plans work hand-in-hand with relationship to Data Teams, Collins Writing, and Culture improvements. This is built into the fiber of the regular education classroom, the special education classroom, and the support from Title 1. Instructional assistants work closely with the teacher and all students. The CFG/PLC process of collegial discussion that occurs at a minimum monthly, ensures that the conversations based on the use of protocols is effective toward meeting the needs of all students through the shared ideas and collaboration of teachers.

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Our preschool program is at only one of our elementary schools. That school, Northside Child Development Center, has the preschool and also has Kindergarten. The teachers work effectively together every day.

**Component 6: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of our instructional paraprofessionals meet the NCLA requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of our teachers meet the NCLB requirements for highly qualified.	



## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

We have ongoing and sustained professional development for all the staff in the areas of Collins Writing, Data Teams, and Reading Apprenticeship. We also consistently provide information, reading, and knowledge about the importance of school culture.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

There is ongoing and sustained professional development for secretaries in the area of student support and technology. There is ongoing and sustained professional development for instructional assistants in the area of security and parent involvement. There is ongoing and sustained professional development for parents through building and district level PTO meetings.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	District Professional Development 8/19/2014 - 8/21/2014 New Teacher Training/Orientation 8/26/2014 - 8/28/2014 Professional Development for all Teachers 10/10/2014 Professional Development for all Teachers 4/24/2015 Professional Development for all Teachers 6/8/2015 Half Day Professional Development for all Teachers  Early Release Days Data Team time for all teachers TBD  Building Professional Development  1st Monday of every month School Improvement Meetings 1st Wednesday of every month Staff Meetings	

## Component 8: Strategies to Increase Parental Involvement

**1. How are parents involved in the design of the Targeted Assistance program plan?**

Parent organizations at the school are included in the planning, feedback, and idea generation during meeting times when there is important school business to review.

**2. How are parents involved in the implementation of the Targeted Assistance program plan?**

Parent organizations at the school are included in the data review and implementation feedback during meeting times when there is important school business to review.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parent organizations at the school are included in the feedback and evaluation during meeting times when there is important school business to review.	

**4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.**

The school ensures effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. 1) The school provides assistance to parent to understand the State's academic standards through our curriculum maps. This also includes information on assessments. Our SIS provides progress monitoring for parents. 2) The school provides materials and training for parents to work with their children to improve achievement. 3) The school educates all the school employees on the value and contributions of parents. We have a parent volunteer coordinator in each school that helps build strong parent partnerships. 4) The school coordinates all the different parent involvement programs. 5) The school provides consistent and frequent information about programs, involvement, progress, and activities and on how to fully participate in a language that the parents can understand. 6) The school provides opportunities for parents with limited English and parents of students with disabilities or migratory children the relevant and timely information and opportunities for participation that are available to all parents.

**5. Describe how the parent involvement activities are evaluated.**

The district PTO will be involved with the evaluation of parent involvement activities at the school.

**6. Describe how the school-parent compact is developed.**

The school-parent compact is developed with a small group of parents, teachers, and administrators and then taken to a larger group of

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parents in a Title 1 meeting for changes, updates, and improvements. This is done on a yearly basis.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	School-Parent Compact attached	school improvement student staff parent compact

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

The current SIS provides individual student academic assessment results in a language parents can understand.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		school improvement PARENT PARTICIPATION IN TITLE I PROGRAMS

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

n/a

## Component 9: Coordination of Title I and Other Resources

### 1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

The district curriculum director, principals, food service, coordinators, and others meet regularly to discuss, review, and integrate all programs in order to best serve the eligible children of the school.

### 2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The district provides a focused approach to continuing student achievement and individual student growth through smart goals, assessment review, interventions, and program coordination. All programs are designed with a view toward providing students a clear path for success.

## Component 10: Ongoing Review of Student Progress

### 1. Describe how the progress of participating students is reviewed on an ongoing basis.

Eligible student progress is reviewed in Data Teams done at the building level in an ongoing, professional development supported, focused process that looks at every individual student to assure student growth.

### 2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Eligible students are evaluated in the Data Teams to determine individual need and plans are implemented to meet needs based on that evaluation.

### 3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

The Data Team process has trained teachers to identify students who need additional assistance. The Data Team process also provides a framework for identifying the standards each student should achieve in the classroom and a means for evaluating that achievement.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Teacher Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. These Data Teams meet by grade level and/or content area. Data Team representation is used to frame a school level Data Team that evaluates the implementation of the Title 1 program.

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

Teacher Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. These Data Teams meet by grade level and/or content area. Data Teams review the data from the State's annual assessment and other indicators of academic achievement.

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

Teacher Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. These Data Teams meet by grade level and/or content area. The Data Team process identifies students who are furthest from achieving the standards and adjusts time and instruction to meet the needs of those students.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

Teacher Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. These Data Teams meet by grade level and/or content area. The Data Team process uses both formative and summative assessments along with smart goals and clarified strategies to ensure continuous improvement of eligible students.

# **2017-18 School Improvement Plan**

## **Overview**

### **Plan Name**

2017-18 School Improvement Plan

### **Plan Description**



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will increase Reading achievement for all students at Ring Lardner Middle School.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$25000
2	We will increase Math achievement for all students at Ring Lardner Middle School.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	We will increase Social Studies achievement for all students at Ring Lardner Middle School.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$26500
4	We will improve the Writing ability of all students at Ring Lardner Middle School.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2500
5	We will increase Science achievement for all students at Ring Lardner Middle School.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$2000
6	We will improve the overall building attendance at Ring Lardner Middle School.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Improve students' access to social and emotional learning opportunities aligned with the tenets of the ASCD Whole School, Whole Community, Whole School Initiative. (WSCC)	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$1150
8	Improve every students healthy eating habits aligned to the tenets of the ASCD Whole School, Whole Community, Whole Child Initiative. (WSCC)	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$16000

## Goal 1: We will increase Reading achievement for all students at Ring Lardner Middle School.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 5% growth in Reading by 06/08/2018 as measured by NWEA and M-STEP..

### Strategy 1:

Title I Interventions, Odyssey, Reading Apprenticeship, Connections, Marzano Instructional Strategies - Title I will fund an IA that will provide small group and individual student assistance remedially building wide.

Odyssey will be utilized in an Enrichment course as an online program designed to improve understanding of reading at an individual student ability level.

Connections is a course that every student will have and staff will be encouraged to stress independent reading with students and possibly utilize Timed Reading materials to aid in further development.

Marzano Instructional Strategies used with great management will provide excellent delivery for growing the emphasized skills related to effective reading. Staff will take part in professional development to aid in the purposeful application of Marzano's proven instructional strategies.

Category: Career and College Ready

Research Cited: Additional instruction outside the regular school day. Partnered with NWEA. Utilization of technology. Diagnostic feature ensures individual student needs are met.

Tier: Tier 1

Activity - Teacher Training on Marzano Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2017-18 professional development will provide staff time to learn Marzano's "The Art and Science of Instruction" and how research-based instructional strategies can best be applied on a daily basis.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$25000	Other	Adam Burtsfield, Evan Winkler, Teaching Staff
Activity - Instructional Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Utilizing an instructional aide to work with small groups and individual students to ask risk of failing the core curriculum in reading.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$0	Title I Schoolwide	Adam Burtsfield, Language Arts teachers, Instructional Aide
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**Goal 2: We will increase Math achievement for all students at Ring Lardner Middle School.**

**Measurable Objective 1:**

A 100% increase of All Students will demonstrate a proficiency by showing at least 5% growth in Mathematics by 06/08/2018 as measured by M-Step and NWEA..

**Strategy 1:**

Data Teams, Title I Intervention, Mastering Math Facts, Odyssey, Connections Course, ConnectEd Math - Data Teams - Data Teams will meet regularly to write formative assessments to measure pre- and post instructional knowledge. Goals will be set for each instructional period based on the pre-assessment. Instruction will take place with a view toward reaching the goal set by the Data Team. Strategies are listed and followed. The post assessment is used to determine student growth. Students who reach their goal will be provided additional opportunities to build on their current knowledge. Students who missed the expected targets will be given additional instruction to meet the goals. Students who need additional interventions will be given specifically designed interventions such as after school, before school, or other interventions to add to the student's ability.

Title I will fund an IA that will provide small group and individual student assistance in building math concepts remedially building wide.

Mastering Math Facts is a building wide initiative utilizing "Mad Math Minutes" exercises in order to improve rote memorization and application of basic math facts.

Odyssey will be utilized in an Enrichment course as an online program designed to improve understanding of math concepts at an individual student ability level.

Connections is a course that every student will have and staff will be encouraged to utilize an online "Money Management" unit that provides students with practice of math concepts under real world circumstances.

Our Math Department is in year three of the curriculum adoption of ConnectEd to use as their resource to enhance their instruction of the curriculum standards.

Category: Mathematics

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center

Tier: Tier 1

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Activity - Instructional Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing an instructional aide to work with small groups and individual students to build math concepts remedially.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$0	Title I Schoolwide	Instructional Aides, Math teachers, Adam Burtsfield

**Goal 3: We will increase Social Studies achievement for all students at Ring Lardner Middle School.**

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in all critical Social Studies skills in Social Studies by 06/08/2018 as measured by Data Team cycles and all post assessments..

**Strategy 1:**

Data Teams, Reading Apprenticeship, 31A Interventions, Marzano Instructional Strategies, Differentiated Instruction - Data Teams - Data Teams will meet regularly to write formative assessments to measure pre- and post instructional knowledge. Goals will be set for each instructional period based on the pre-assessment. Instruction will take place with a view toward reaching the goal set by the data team. Strategies are listed and followed. The post assessment is used to determine student growth. Students who reach their goal will be provided additional opportunities to build on their current knowledge. Students who missed the expected targets will be given additional instruction to meet the goals. Students who need additional interventions will be given specifically designed interventions such as after school, before school, or other interventions to add to the student's ability.

Reading Apprenticeship resources have been made and provided to staff and key strategies embedded within the Social Studies curriculum in order to improve student reading of informational text and understanding of content specific vocabulary.

31A interventions (Academic Hold and Homework Busters) are after school options to provide important time for students to practice the necessary skills related to the Data Team cycles.

Marzano Instructional Strategies used with great management will provide excellent delivery for growing the emphasized skills related to Social Studies. Staff will take part in professional development to aid in the purposeful application of Marzano's proven instructional strategies.

Differentiated instruction is vital to the Data Team process given each student's individual base ability with a given skill. Differentiated instruction training will be provided via professional development in conjunction with Co-Teaching methods.

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Category: Social Studies

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center. Marzano's Instructional Framework.

Tier: Tier 1

Activity - Teacher Training on Marzano Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will look at "The Art and Science of Instruction" and how research-based instructional strategies can best be applied on a daily basis.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$25000	General Fund	Adam Burtsfield, Evan Winkler, Social Studies Staff
Activity - Teacher Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kathlyn Kryza PD. Continuation. Differentiating instruction in the classroom based on individual student ability is vital to the Data Team process and moving students to proficiency. This training comes within our Co-Teaching professional development and can be immediately implemented into daily instruction by staff.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	No Funding Required	Adam Burtsfield, Evan Winkler, Social Studies Staff
Activity - Academic Hold	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Hold is an after school program that provides mandated time for students to practice with the coursework or skill that is necessary to their academic growth. There are staff who monitor and assist.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$1500	Section 31a	Academic Hold Staff, Evan Winkler

**Goal 4: We will improve the Writing ability of all students at Ring Lardner Middle School.**

**Measurable Objective 1:**

A 100% increase of All Students will demonstrate a proficiency skill in Writing by 06/08/2018 as measured by Collin's Writing folder reviews..

**Strategy 1:**

Collins Writing, MAISA Writing Units - The Collins Writing Program was designed to simultaneously improve students' thinking and writing skills. The unique program develops thinking skills through Five Types of Writing assignments and can be easily used in any content area. Collins Writing is based on two essential principles: 1) thinking and writing skills develop with experience and practice, and 2) it is almost impossible to be both a creative thinker (generating new ideas) and a critical thinker

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(evaluating existing ideas) at the same time. The Collins Writing Program presents a model for writing-across-the-curriculum. At its very core is the belief that writing enhances the learning process of any subject at any level. To help teachers encourage students to think and write, it is a proprietary model for a writing-to-learn, writing-across-the-curriculum program that defines and utilizes Five Types of Writing assignments and the outcomes expected for each. Thus, Collins Writing is effective in all subject areas.

Developed by ISD's around the State Of Michigan, MAISA writing units rely on the Writer's Workshop model to teach Core Content Standards. This program is being implemented by all Language Arts teachers this year.

Category: Career and College Ready

Research Cited: Collins Writing: Collins, John. "Summarize to Get the Gist." ASCD, Educational Leadership (June 2012, Volume 69, Number 9).

Lucas, Lisa J. "Write More, Grade Less: Five Practices for Effectively Grading Writing." The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 85:4, 136-140(2012).

Gunning, Thomas. (2012). Building Literacy in Secondary Content Area Classrooms. Boston, MA: Allyn & Bacon

Lucas, Lisa J. "He Said, She Said: Using Student Feedback to Improve Instruction & Learning." NMSA, Middle Ground (February 2011).

Lucas, Lisa J. "Awake, Accountable, and Engaged." The National Teaching & Learning Forum Volume 19 Number 6 (October 2010).

Tier: Tier 1

Activity - Collins Writing, MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular scheduled writing for all students in all content areas. Monitored by building administrators.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$2500	Title II Part A	Adam Burtsfield, Evan Winkler, Chris Porter, and all teaching staff.

**Goal 5: We will increase Science achievement for all students at Ring Lardner Middle School.**

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in process skills in Science by 06/08/2018 as measured by Data Team cycles and all post assessments.

**Strategy 1:**

Data Teams, 31A Interventions, Marzano Instructional Strategies, BRESA Consultant, Differentiated Instruction - New materials as a result of 2016-17 curriculum adoption.

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Data Teams - Data Teams will meet regularly to write formative assessments to measure pre- and post instructional knowledge. Goals will be set for each instructional period based on the pre-assessment. Instruction will take place with a view toward reaching the goal set by the data team. Strategies are listed and followed. The post assessment is used to determine student growth. Students who reach their goal will be provided additional opportunities to build on their current knowledge. Students who missed the expected targets will be given additional instruction to meet the goals. Students who need additional interventions will be given specifically designed interventions such as after school, before school, or other interventions to add to the student's ability.

31A interventions (Academic Hold and Homework Busters) are after school options to provide important time for students to practice the necessary skills related to the Data Team cycles.

Marzano Instructional Strategies used with great management will provide excellent delivery for growing the emphasized skills related to Science. Staff will take part in professional development to aid in the purposeful application of Marzano's proven instructional strategies.

Berrien RESA has a resource person available to our Science Department to provide consulting on all curriculum matters as well as to provide instructional coaching.

Differentiated instruction is vital to the Data Team process given each student's individual base ability with a given skill. Differentiated instruction training will be provided via professional development in conjunction with Co-Teaching methods.

Category: Science

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center

Tier: Tier 1

Activity - Teacher Training on Marzano Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will look at "The Art and Science of Instruction" and how research-based instructional strategies can best be applied on a daily basis.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	No Funding Required	Adam Burtsfield, Evan Winkler, Science Teachers
Activity - Teacher Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiating instruction in the classroom based on individual student ability is vital to the Data Team process and moving students to proficiency. This training comes within our Co-Teaching professional development and can be immediately implemented into daily instruction by staff.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	No Funding Required	Adam Burtsfield, Evan Winkler, Science Staff

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Activity - Academic Hold	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Hold is an after school program that provides mandated time for students to practice with the coursework or skill that is necessary to their academic growth. There are staff who monitor and assist.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$1500	Section 31a	Academic Hold Staff, Evan Winkler
Activity - Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Science materials incorporated into Science Curriculum. Items selected as a result of committee work in 2016-17.	Materials, Academic Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$500	Title II Part A	Adam Burtsfield, Evan Winkler, all Science Staff.

**Goal 6: We will improve the overall building attendance at Ring Lardner Middle School.**

**Measurable Objective 1:**

collaborate to improve regular attendance by 06/08/2018 as measured by comparing last year data to current year data.

**Strategy 1:**

Universal Intervention Training, Individual Student Interventions, Poverty Training, PREMIER, Connections - Universal Intervention Training would be the entire staff in order to build common language to use building wide and with parents as to what all things regarding attendance means. It is increasing the knowledge of attendance as to build awareness and be proactive in eliminating chronic absence issues.

Individual Student Interventions are strategies that are recommended and proven to help in individual circumstances when absences become chronic and concerning.

Training/refreshing staff through Ruby Payne is an ideal way to be more sympathetic to the circumstances that cause absences amongst a given demographic in our school and community. That knowledge allows our staff to become proactive with select students in order to avoid the creation of habitual absences.

PREMIER is the staple of our building culture and the use of short lessons periodically in classes to keep our qualities that make a successful student and person at the forefront of what we do. Many of those lessons help instill characteristics in students that can aid in regular attendance and build excitement for wanting to attend school.

Connections is a course that will build more in depth relationships with a class of students that will aid in regular attendance and build excitement for wanting to attend school.



**School Improvement Plan**

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Category: Career and College Ready

Research Cited: Culture as a critical element of high performing schools.

Tier: Tier 1

Activity - Universal Intervention Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Universal Intervention Training would be an ongoing in-house training during staff meetings and professional development days to help build knowledge and common language regarding attendance.	Teacher Collaboration, Behavioral Support Program, Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Adam Burtsfield, Evan Winkler, Jenny Freeze, Entire Staff

**Goal 7: Improve students' access to social and emotional learning opportunities aligned with the tenets of the ASCD Whole School, Whole Community, Whole School Initiative. (WSCC)**

**Measurable Objective 1:**

collaborate to implement social and emotional learning strategies to improve student engagement by 03/30/2018 as measured by a reduction in reported behavioral incidents by at least 25% from fall 2017 to spring 2018.

**Strategy 1:**

SEL Competencies - Staff will address the needs of all learners by implementing the Social and Emotional Learning Competencies which address the needs of the whole child and increasing student engagement. - Whole School, Whole Community, Whole Child Initiative. (WSCC)

Category: Learning Support Systems

Research Cited: When schools focus on the development of the whole child, utilizing SEL standards to guide instruction and interactions with students, academic achievement improves, as well as the skills needed for college and career. Collaborative for Academic, Social, and Emotional Learning. (2015). Social and emotional learning core competencies. Chicago, IL: Author. Retrieved from <http://www.casel.org/social-and-emotional-learning/core-competencies/>

Tier: Tier 1

Activity - Training SEL Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in how to implement the SEL competencies with a focus on student engagement using the Michigan Model for Health curriculum	Professional Learning	Tier 1		09/11/2017	12/22/2017	\$650	Other	IHSIP Grant Coordinator

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Activity - Family Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide informational learning sessions for families to familiarize them with the SEL strategies that can be used at home to reinforce what their child have learned at school.	Parent Involvement	Tier 1	Implement	08/21/2017	03/30/2018	\$500	Other	Classroom Teachers, IHSIP Grant Coordinator, Building Principal
Activity - SEL Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively determine the timeframe for teaching SEL lessons and put the days the lessons will be taught in a Google calendar available to all teachers and the building principal.	Teacher Collaboration	Tier 1	Evaluate	09/05/2017	03/30/2018	\$0	No Funding Required	Instructional Staff
Activity - Monitoring Behavioral Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet and analyze the data on behavioral incidents at least twice during the scope of the grant to determine if adjustments need to be made in SEL instruction.	Other - Data Collection	Tier 1	Evaluate	10/16/2017	02/28/2018	\$0	No Funding Required	Instructional Staff, IHSIP Grant Coordinator, Building Principal

**Goal 8: Improve every students healthy eating habits aligned to the tenets of the ASCD Whole School, Whole Community, Whole Child Initiative. (WSCC)**

**Measurable Objective 1:**

collaborate to implement healthy eating practices by 06/15/2018 as measured by The Healthy Eating Assessment improvement of 4-7 points between fall and spring administrations of the assessment.

**Strategy 1:**

Michigan Model for Health Curriculum - Staff will address the needs of all learners by implementing the Michigan Model for Health curriculum which addresses the needs of the whole child, taking into account the development and health needs (physical, mental, and emotional) that impact learning.

Category: Other - Project IHSIP

Research Cited: Centers for Disease Control and Prevention: Health and Academic Achievement [http://www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/health-](http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-)

**School Improvement Plan**

Ring Lardner Middle School

academic-achievement.pdf

Health and Academic Achievement: Cumulative Effects of Health Assets on Standardized Test Scores

[http://www.yaleruddcenter.org/resources/upload/docs/what/communities/Health\\_and\\_Academic\\_Achievement\\_JOSH\\_1.14.pdf](http://www.yaleruddcenter.org/resources/upload/docs/what/communities/Health_and_Academic_Achievement_JOSH_1.14.pdf)

The Critical Connections between Student Health and Achievement. How Schools and Policymakers can Achieve a Positive Impact

[http://calendow.org/uploadedFiles/Publications/By\\_Topic/Access/general/Critical%20Connection%20between%20Student.pdf](http://calendow.org/uploadedFiles/Publications/By_Topic/Access/general/Critical%20Connection%20between%20Student.pdf)

Tier: Tier 1

Activity - Training in the Michigan Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in the Michigan Model for Health curriculum that teaches with a focus on healthy eating habits for good nutrition.	Professional Learning	Tier 1	Getting Ready	05/22/2017	12/22/2017	\$10000	Other	IHSIP Grant Coordinator, Curriculum Director, Building Principal
Activity - Healthy Eating Habits curriculum components	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the essential components of the Michigan Model for Health Curriculum that target healthy eating habits for good nutrition.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Instructional Staff
Activity - Implementation Logs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively develop implementation logs for the nutritional lessons in the Michigan Model and record lessons taught, including materials needed, instructional strategies and formative assessments. These logs will be used as a resource to calibrate implementation at each grade level and provide information for teachers to review at grade level meetings.	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Classroom Teachers, IHSIP Grant Coordinator
Activity - Review of Implementation Logs by Grade Level	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan**

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Principal and leadership team will review Implementation Logs for the Nutritional Components of the Michigan Model Health Curriculum 4-6 times a year to ensure that all grade levels are delivering these components as collaboratively planned.	Teacher Collaboration	Tier 1	Monitor	10/06/2017	06/15/2018	\$0	No Funding Required	Building Principal, Leadership Team
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**Strategy 2:**

Healthy Eating Practices - These specific healthy eating practices sub-topics will be implemented during the 2017-18 school year. Healthy Eating Environment, Healthy Eating Education and Promotion, Family and Community Involvement and Identification and Referral System.

Category: Other - Project IHSIP

Research Cited: Alaimo K, Oleksyk S, Drzal, et al. Effects of changes in lunch-time competitive foods, nutrition practices and nutrition policies on low-income middle-school children's diets. *Childhood Obesity*. 2013:9(6).

Tier: Tier 1

Activity - WSCC Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whole School, Whole Community, Whole Child (WSCC) model and nutrition staff training.	Professional Learning	Tier 1	Implement	08/22/2017	08/24/2017	\$6000	Other	Grant Coordinator, Building Principal

Activity - healthy Eating lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will teach 10-15 Healthy Eating lessons during the 2017-18 school year.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Instructional Staff

Activity - Healthy Eating Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively determine the assessments that will be used at the end of each of the 10-15 Healthy Eating lessons, set the assessment window and put the days the lessons will be taught and the days the assessments will be given in a Google Calendar available to all teachers and the building principal.	Teacher Collaboration	Tier 1	Implement	09/25/2017	06/15/2018	\$0	No Funding Required	Instructional Staff

Activity - Principal Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building leaders will conduct walkthroughs when Healthy Eating lessons are scheduled (per Google common calendar) and have a follow-up conversation at staff meetings on what worked and what seemed to be missing. Teachers will have collaborative conversations on possible adjustments.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	10/09/2017	06/15/2018	\$0	No Funding Required	Building Principal

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Activity - Healthy Eating Assesment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will take the Healthy Eating Assessment in the fall and spring to determine if the growth as stated in the Measurable Objective was obtained.	Other - Pre and Post Assessment	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	No Funding Required	Grant Administrator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Aide	Utilizing an instructional aide to work with small groups and individual students to build math concepts remedially.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$0	Instructional Aides, Math teachers, Adam Burtsfield
Instructional Aide	Utilizing an instructional aide to work with small groups and individual students to ask risk of failing the core curriculum in reading.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$0	Adam Burtsfield, Language Arts teachers, Instructional Aide

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training in the Michigan Model	Teachers will receive training in the Michigan Model for Health curriculum that teaches with a focus on healthy eating habits for good nutrition.	Professional Learning	Tier 1	Getting Ready	05/22/2017	12/22/2017	\$10000	IHSIP Grant Coordinator, Curriculum Director, Building Principal
Family Nights	Provide informational learning sessions for families to familiarize them with the SEL strategies that can be used at home to reinforce what their child have learned at school.	Parent Involvement	Tier 1	Implement	08/21/2017	03/30/2018	\$500	Classroom Teachers, IHSIP Grant Coordinator, Building Principal

**School Improvement Plan**

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Teacher Training on Marzano Instructional Strategies	2017-18 professional development will provide staff time to learn Marzano's "The Art and Science of Instruction" and how research-based instructional strategies can best be applied on a daily basis.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$25000	Adam Burtsfield, Evan Winkler, Teaching Staff
Training SEL Standards	Teachers will receive training in how to implement the SEL competencies with a focus on student engagement using the Michigan Model for Health curriculum	Professional Learning	Tier 1		09/11/2017	12/22/2017	\$650	IHSIP Grant Coordinator
WSSC Training	Whole School, Whole Community, Whole Child (WSSC) model and nutrition staff training.	Professional Learning	Tier 1	Implement	08/22/2017	08/24/2017	\$6000	Grant Coordinator, Building Principal

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Next Generation Science Standards	New Science materials incorporated into Science Curriculum. Items selected as a result of committee work in 2016-17.	Materials, Academic Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$500	Adam Burtsfield, Evan Winkler, all Science Staff.
Collins Writing, MAISA Writing Units	Regular scheduled writing for all students in all content areas. Monitored by building administrators.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$2500	Adam Burtsfield, Evan Winkler, Chris Porter, and all teaching staff.

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Marzano Instructional Strategies	Staff will look at "The Art and Science of Instruction" and how research-based instructional strategies can best be applied on a daily basis.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$25000	Adam Burtsfield, Evan Winkler, Social Studies Staff

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**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Hold	Academic Hold is an after school program that provides mandated time for students to practice with the coursework or skill that is necessary to their academic growth. There are staff who monitor and assist.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$1500	Academic Hold Staff, Evan Winkler
Academic Hold	Academic Hold is an after school program that provides mandated time for students to practice with the coursework or skill that is necessary to their academic growth. There are staff who monitor and assist.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$1500	Academic Hold Staff, Evan Winkler

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Marzano Instructional Strategies	Staff will look at "The Art and Science of Instruction" and how research-based instructional strategies can best be applied on a daily basis.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	Adam Burtsfield, Evan Winkler, Science Teachers
Implementation Logs	Teachers will collaboratively develop implementation logs for the nutritional lessons in the Michigan Model and record lessons taught, including materials needed, instructional strategies and formative assessments. These logs will be used as a resource to calibrate implementation at each grade level and provide information for teachers to review at grade level meetings.	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Classroom Teachers, IHSIP Grant Coordinator
SEL Lessons	Teachers will collaboratively determine the timeframe for teaching SEL lessons and put the days the lessons will be taught in a Google calendar available to all teachers and the building principal.	Teacher Collaboration	Tier 1	Evaluate	09/05/2017	03/30/2018	\$0	Instructional Staff
Monitoring Behavioral Data	Staff will meet and analyze the data on behavioral incidents at least twice during the scope of the grant to determine if adjustments need to be made in SEL instruction.	Other - Data Collection	Tier 1	Evaluate	10/16/2017	02/28/2018	\$0	Instructional Staff, IHSIP Grant Coordinator, Building Principal



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Teacher Training on Differentiated Instruction	Kathlyn Kryza PD. Continuation. Differentiating instruction in the classroom based on individual student ability is vital to the Data Team process and moving students to proficiency. This training comes within our Co-Teaching professional development and can be immediately implemented into daily instruction by staff.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	Adam Burtsfield, Evan Winkler, Social Studies Staff
Universal Intervention Training	Universal Intervention Training would be an ongoing in-house training during staff meetings and professional development days to help build knowledge and common language regarding attendance.	Teacher Collaboration, Behavioral Support Program, Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Adam Burtsfield, Evan Winkler, Jenny Freeze, Entire Staff
Healthy Eating Assessments	Teachers will collaboratively determine the assessments that will be used at the end of each of the 10-15 Healthy Eating lessons, set the assessment window and put the days the lessons will be taught and the days the assessments will be given in a Google Calendar available to all teachers and the building principal.	Teacher Collaboration	Tier 1	Implement	09/25/2017	06/15/2018	\$0	Instructional Staff
Healthy Eating Habits curriculum components	Staff will implement the essential components of the Michigan Model for Health Curriculum that target healthy eating habits for good nutrition.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Instructional Staff
Healthy Eating Assessment	Staff will take the Healthy Eating Assessment in the fall and spring to determine if the growth as stated in the Measurable Objective was obtained.	Other - Pre and Post Assessment	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	Grant Administrator
Review of Implementation Logs by Grade Level	Principal and leadership team will review Implementation Logs for the Nutritional Components of the Michigan Model Health Curriculum 4-6 times a year to ensure that all grade levels are delivering these components as collaboratively planned.	Teacher Collaboration	Tier 1	Monitor	10/06/2017	06/15/2018	\$0	Building Principal, Leadership Team
Teacher Training on Differentiated Instruction	Differentiating instruction in the classroom based on individual student ability is vital to the Data Team process and moving students to proficiency. This training comes within our Co-Teaching professional development and can be immediately implemented into daily instruction by staff.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	Adam Burtsfield, Evan Winkler, Science Staff
healthy Eating lessons	Staff will teach 10-15 Healthy Eating lessons during the 2017-18 school year.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Instructional Staff

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Principal Monitoring	Building leaders will conduct walkthroughs when Healthy Eating lessons are scheduled (per Google common calendar) and have a follow-up conversation at staff meetings on what worked and what seemed to be missing. Teachers will have collaborative conversations on possible adjustments.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	10/09/2017	06/15/2018	\$0	Building Principal
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