

# **2017-2018 Goals**

Reese Elementary School

Reese Public Schools

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## Overview

### Plan Name

2017-2018 Goals

### 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 at Reese Elementary School will increase their mathematics skills at all levels.	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$81872
2	All students at Reese Elementary School will show improvement in reading comprehension and fluency at all levels.	Objectives: 1 Strategies: 6 Activities: 18	Academic	\$76220
3	All students at Reese Elementary School will show improvement in their written expression.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$34557
4	Whole Child	Objectives: 2 Strategies: 3 Activities: 9	Organizational	\$11035
5	5th Grade Transition to Middle School	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1200

## Goal 1: All students at Reese Elementary School will increase their mathematics skills at all levels.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency 85% in Mathematics by 06/30/2020 as measured by NWEA Mathematics for Grades K-5.

### Strategy 1:

Math Focused Instructional Model (FIM) - The Institute for Education in Excellence (IEE) will provide Professional Development and Learning with our staff to provide guidance with power standard warm ups and progress monitoring. Teachers will use data to identify key concepts (power standards). These concepts will be taught throughout the school year during daily warm ups. Students will be assessed bi-weekly using progress monitoring tests. Teachers will use data to focus on the areas of need through intervention. There is a day-long IEE Professional Development Training in August where we will provide a stipend for our teachers attending.

Category: Mathematics

Research Cited: FIM--The Focused Instructional Model is a research-based method of delivering a focused curriculum that provides time for progress monitoring and remediation. After the key concepts are chosen, the FIM can be broken down into three major components: 1) Warm-ups, 2) Progress Monitoring Tests, 3) Intervention/Celebration. (<http://www.excellenceined.org>)

Tier: Tier 1

Activity - Power Standard Warm Ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10 minutes of the beginning of each math lesson will be devoted to our teacher-created CCSS power standard warm ups. The results will be monitored with progress monitoring test every two weeks.  Education in Excellence CCSS power standard training in August (3 days with stipend). Professional Development and support throughout the year in mathematics.	Academic Support Program	Tier 1	Implement	07/03/2017	06/30/2020	\$3700	Title I Part A	Homeroom Teachers, Title 1 Teacher and Special Education Teacher.

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Activity - Professional Development/Conferences for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development workshops or conferences. An inspired and informed teacher is an important school-related factor influencing student achievement. The Institute for Education in Excellence coaches will assist in ideas for beneficial math/integration of technology workshops/seminars/conferences.	Professional Learning	Tier 1	Monitor	07/03/2017	06/30/2020	\$2962	Title I Part A	Teachers

Activity - Math Data Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Data Wall update the painting of the progress monitoring graph	Other	Tier 1	Monitor	07/03/2017	06/30/2020	\$200	Title I Part A	IEE Math Coach, Title 1 Teacher, Principal, Artist

**Strategy 2:**

MiBLSI - The Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) team and the staff will examine student discipline data through the Skyward Discipline to determine the areas of concern in our Positive Behavior Support (PBS) program. Prevention and support will be given by the staff so as to reinforce Respect, Responsibility, and Safety. Improving student self-esteem and decreasing the number of office referrals will allow students to spend more time improving their scores in math.

Category: Learning Support Systems

Research Cited: Michigan Integrated Behavior and Learning Support Initiative (MiBLSi)

Tier: Tier 1

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Reese Rocket Stars green incentive tickets and class passes handed out on a daily basis by all staff. Weekly RRS assemblies take place to promote and recognize Responsible, Respectful and Safe students. MiBLSi weekly behavior rewards grades K-5.	Behavioral Support Program	Tier 3	Evaluate	07/03/2017	06/30/2020	\$100	Other	Teachers, Principal, Paraprofessionals, Bus Drivers, Secretaries
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**Strategy 3:**

Title 1 Teacher - The Title 1 teacher will be utilized to assist students who are in need of extra support in mathematics. The teacher will provide timely extra assistance to ensure mastery of the curriculum.

Category: Mathematics

Research Cited: The Title I teacher will be responsible for organizing and implementing a K-5 RTI (response to intervention) program. "RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty" (Cortiella, 2006).

\* Cortiella, C. July 2006. Response-to-Intervention - An Emerging Method for LD Identification. Great Schools.

Tier: Tier 3

Activity - Math Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice a week a small group of students will attend an after school Title 1 math tutoring session from 3:00 to 4:00. This is led by HQ Teachers. A snack and drink will be provided.	Academic Support Program	Tier 3	Monitor	07/03/2017	06/30/2020	\$6934	Title I Part A, Title I Part A	Teachers

Activity - Individualized Intervention Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Math PALS/Compass Learning/Reflex Math                  Students who are performing below grade level will receive math interventions in addition to regular math classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used.                  Compass Learning – CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn.                  Math PALS – Vanderbilt Kennedy Center for Research on Human Development; numerous studies by Fuchs, Fuchs, et al., indicated added value of preparing students to formulate conceptual mathematical explanations during PALS; results showed that (a) students with LD, as well as other low-, average-, and high-performing classmates, provides better explanation more when taught to formulate conceptual explanations, and (b) students who were taught methods to formulate conceptual mathematical explanations achieved better in mathematics. Based on the study, PALS incorporates training for students in formulating conceptual mathematical explanations.                  Mastering Math Facts - this supplemental math program is used in tandem with traditional math curriculums to increase math fact mastery through structured, self-paced practice in 10 minutes a day. Provides practice and assessment by operation-addition, subtraction, multiplication and division.                  Accelerated Math-individualized math exercises and practice for students                  Accelerated Math Training for teachers                  Moby Max-online math assistance for students                  Math apps for iPads</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>07/03/2017</p>	<p>06/30/2020</p>	<p>\$37786</p>	<p>Title I Part A, Title I Part A, Title I Part A</p>	<p>Teachers, Title 1 Teacher and Title 1 Paraprofessionals</p>
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Activity - Multi-Tiered System of Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All students will be offered support by a variety of math activities provided by teachers, Title 1 Teacher leadership/teaching and paraprofessionals.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/03/2017</p>	<p>06/30/2020</p>	<p>\$27860</p>	<p>Title I Part A</p>	<p>Teachers, Title 1 Teacher and Title 1 Paraprofessionals</p>



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Activity - STEM Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a variety of STEM activities with the assistance of elementary teachers and high/middle school students.	Academic Support Program	Tier 1	Implement	07/03/2017	06/30/2020	\$200	Title I Part A	Classroom Teacher, Title 1 Teacher, Title 1 Parprofessionals

Activity - Summer Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer long "challenge" that will motivate students to continue building necessary reading and math skills during the summer month. 3 check in times will take place during the summer and students will earn prizes based on activities completed. Check ins will take place at Reese Elementary School and Robin Glen Trailer Park.	Academic Support Program	Tier 3	Getting Ready	07/01/2017	06/30/2020	\$0	Title I Part A	Summer Challenge Coordinators

**Strategy 4:**

Family Engagement - Families will be invited to participate in activities designed to promote and strengthen math support at home.

Category: Mathematics

Research Cited: Meaningful family engagement in children's early learning supports school readiness and later academic success. National Association for the Education of Young Children (NAEYC).

Tier: Tier 1

Activity - Family Math/STEM Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Families are invited to attend an evening of playing math games with their child/children. This will be on a rotating basis.	Parent Involvement	Tier 1	Implement	07/03/2017	06/30/2020	\$750	Title I Part A	Teachers and Paraprofessionals.
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Activity - Back to School Family Blast-Off	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" "goodie" bag.	Parent Involvement	Tier 1	Implement	07/01/2017	06/30/2020	\$1380	Title I Part A	Teachers, Title 1 Teacher, Principal

## Goal 2: All students at Reese Elementary School will show improvement in reading comprehension and fluency at all levels.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in DIBELS Next benchmark in English Language Arts by 06/09/2017 as measured by DIBELS Next benchmark and Northwest (NWEA).

### Strategy 1:

Title 1 Teacher - The Title 1 teacher will be utilized to assist students who are in need of additional support in reading. The teacher will provide timely extra assistance to ensure mastery of the curriculum. The Title I teacher will be responsible for organizing and implementing a K-5 RTI (response to intervention) program.

Category: English/Language Arts

Research Cited: "RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty" (Cortiella, 2006).

\* Cortiella, C. July 2006. Response-to-Intervention - An Emerging Method for LD Identification. Great Schools.

Accelerated Reading

Chall, J., & Dale, E. (1995). Readability revisited. Cambridge, MA: Brookline.

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Donahue, P.L., Voelkl, K.E., Campbell, J.R. & Mazzeo, J. (1999). NAEP 1998 reading report card for the nation and states. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Flesch, R. (1968). A readability formula that saves time. *Journal of Reading*, 11, 513-516.

National Reading Panel (2000). Teaching children to read: An evidence-based

assessment of the scientific research literature on reading and its implications for reading instruction. National Institute of Child Health and Human Development, Washington, D.C

Peak, J. & Dewalt, M. (1994). "Reading achievement: effects of computerized reading management and enrichment." *ERS Spectrum: Journal of School Research and Information* 12, 1:31-34.

### Compass Learning

Compass Learning, Inc. (2002). Compass Learning Scientifically Based Research.

### Corrective Reading

Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, 74, 506-521.

Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2002). Comprehensive school reform and student achievement. Baltimore, MD: Center for Research on the Education of Students Placed at Risk, Johns Hopkins University.

Campbell, M. L. (1984). Corrective Reading program evaluated with secondary students in San Diego. *ADI News*, 7, 15-17.

Foorman, B., Francis, D., Fletcher, J., Mehta, P., & Schatschneider, C. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90, 37-55.

Fuchs, L. S., Fuchs, D., & Maxwell, L. (1988). The validity of informal reading comprehension measures. *Remedial and Special Education (RASE)*, 9, 20-28.

Gregory, R. P., Hackney, C., & Gregory, N. M. (1982). Corrective reading programme: An evaluation. *British Journal of Educational Psychology*, 52 (part 1), 33-50.

Hasbrouck, J. E., & Tindal, G. (1992). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children*, 24(3), 41-44.

Vitale, M., Medland, M., Romance, N., & Weaver, H. P. (1993). Accelerating reading and thinking skills of low-achieving elementary students. Implications for curricular change. *Effective School Practices*, 12, 26-31.

### Comprehension Plus

Carnine, D. W., Silbert, J., Kameenui, E.J. (1997). *Direct Instruction Reading*.

(3rd ed.) Upper Saddle, New Jersey: Prentice Hall, Inc.

National Reading Panel (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. National Institute of Child Health and Human Development, Washington, D.C.

Center for the Improvement of Early Reading Achievement (CIERA). (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Urbana, IL: Author.

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### Daily 5

Boushey, Gail & Moser, Joan. (2006). *The Daily 5 Fostering Literacy Independence in the Elementary Grades*. Portland, Maine. Stenhouse Publishers.

### Funnix

Mullen, E. M. (1995). *Mullen Scales of Early Learning*, Circle Pines, MN: AGS Publishing.

Parlange, L. A. *The Effects of Funnix Beginning Reading Program on the Beginning Reading Skills of Preschoolers*. Eastern Washington University.

Woodcock, R. W., McGrew, K. S., and Mather, N. (2001). *Woodcock- Johnson III Battery*. Itasca, IL: Riverside Publishing Company.

### Lexia

Deshler, Donald, et al. "Informed Choices for Struggling Adolescent Readers: A Research-Based Guide to Instructional Programs and Practices ." *International Reading Association*

### PALS

Fuchs, D., Fuchs, L.S., Thompson, A., Al Otaiba, S., Yen, L., Yang, N.J., Braun, M., O'Connor, R.E., (2001). Is Reading Important in Reading-Readiness Programs? A Randomized Field Trial with Teachers as Program Implementers. *Journal of Educational Psychology*, 93, No. 2, 251-267.

Maheady, L., Mallette, B., & Harper, G.F., (2006). Four Classwide Peer Tutoring Models: Similarities, Differences, and Implications for Research and Practice. *Reading & Writing Quarterly*, 22, 65-89

McMaster, K.L., Fuchs, D., & Fuchs, L.S., (2006). Research on Peer-Assisted Learning Strategies: The Promise and Limitations of Peer-Mediated Instruction. *Reading & Writing Quarterly*, 22, 5-25.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. NIH Publication No. 00-4754. Washington, DC: National Institute of Child Health and Human Development.

### Phonics for Reading

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. National Institute of Child Health and Human Development, Washington, D.C.

### Read Naturally

Hasbrouck, J. E., Ihnot, C., & Rogers, G. (1999). "Read Naturally": A strategy to increase oral reading fluency. *Reading Research and Instruction*, 39(1), 27-38.

Hasbrouck, J. E., & Tindal, G. (1991). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children*, 24(3), 41-44.

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Road to the Code

Ball, E. W., & Blachman, B. A. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental

Tier: Tier 3

Activity - Multi-Tiered System/Reading Interventions (RTI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Interventions for Grades K-5 Tier 2 & Tier 3 students under the leadership and teaching of a Title 1 Teacher. Students who are performing below grade level will receive reading interventions in addition to regular reading classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used: Compass Learning , Comprehension Plus, Corrective Reading, Funnix, Fast ForWord, K-PALS, First Grade PALS, Phonics for Reading, Read Naturally/Read Live, Lively Letters, LLI, Road to Reading, and Road to the Code. Reading apps for iPads and websites like MobyMax.	Academic Support Program	Tier 3	Monitor	07/01/2017	06/30/2020	\$36736	Title I Part A, Title I Part A	Teachers, Title 1 Teacher and Title 1 Paraprofessionals

Activity - Summer Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer long "challenge" that will motivate students to continue building necessary reading and math skills during the summer month. 3 check in times will take place during the summer and students will earn prizes based on activities completed. Check ins will take place at Reese Elementary School and Robin Glen Trailer Park.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$6134	Title I Part A	Summer Challenge Coordinators

Status	Progress Notes	Created On	Created By
Not Completed	We will not be having a Summer Challenge for during summer 2017	June 28, 2017	Mrs. Kristine M Krieger

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Activity - Professional Development/Conferences for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional learning workshops or reading conferences. An inspiring and informed teacher is an important school-related factor influencing student achievement, The Title 1 Teacher will assist in ideas for beneficial reading/technology- connection workshops/seminars/conferences.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$3007	Title I Part A	Teachers

Activity - Lively Letters/Sight Words You Can See	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 students receive whole group phonics instruction. Reinforcement support given through Title 1 reading interventions.	Supplemental Materials	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Title I Part A	Speech Teacher, Classroom Teachers, Title 1 Teacher, Title 1 Paraprofessionals.

Activity - Reading A-Z/RAZ Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Grades K-3 engage in this interactive reading supplement to core instruction.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$1000	Other, Title I Part A	Classroom Teacher, Title 1 Teacher, Title 1 Paraprofessionals

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Activity - K-3 Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will engage in three professional learning days. Teachers will collaborate around reading content and update curriculum and RTI practices. An agenda with focused outcomes will be provided. (35a)	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$2000	Other	K-3 teachers, Title I teacher, principal

Activity - Author Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NED will engage students in a reading assembly to build students enthusiasm for positive behavior. In addition local author, Lane Walker, will visit fifth grade classrooms with a reading/writing activity as well as provide students with books to take home.	Academic Support Program	Tier 1	Getting Ready	07/03/2017	06/30/2020	\$750	Title I Part A, Title I Part A	principal/Title I teacher

Activity - K-2 Read & Feed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 students will take part in a "Read & Feed" event where they will visit classrooms, listen to a story, and enjoy a snack to go along with the story.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$200	Other	K-2 teachers/Title I teacher

Activity - Community Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members will be invited on a monthly basis to share a book with Reese Elementary students.	Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$0	No Funding Required	teacher coordinator

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### Strategy 2:

Postive Behavior Support - The Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) team and the staff will examine student discipline data through the Skyward Disipline to determine the areas of concern in our Positive Behavior Support (PBS) program. Prevention and support will be given by the staff so as to reinforce Respect, Responsibility, and Safety. Improving student self-esteem and decreasing the number of office referrals will allow students to spend more time improving their scores in reading.

Category: Learning Support Systems

Research Cited: Michigan Integrated Behavior and Learning Support Initiative (MiBLSi)

Tier: Tier 1

Activity - Responsible, Respectful & Safe	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reese Rocket Stars - Respectful, Responsible, & Safe. MiBLSi weekly behavior rewards grades K-5.	Behavioral Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$150	General Fund	Teachers, Principal, Paraprofessionals, Bus Drivers

### Strategy 3:

Accelerated Reader Program - We feel that it is important for at-level students and above-level students to be continually monitored and challenged in the classroom. Therefore, classroom teachers administer the following reading instruction so students remain or surpass benchmarks:  
Accelerated Reader program.

This program will also help assist students that are Tier 2 & Tier 3.

Category: English/Language Arts

Research Cited: Accelerated Reading

Chall, J., & Dale, E. (1995). Readability revisited. Cambridge, MA: Brookline.

Donahue, P.L., Voelkl, K.E., Campbell, J.R. & Mazzeo, J. (1999). NAEP 1998 reading report card for the nation and states. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Flesch, R. (1968). A readability formula that saves time. Journal of Reading, 11, 513-516.

National Reading Panel (2000). Teaching children to read: An evidence-based

assessment of the scientific research literature on reading and its implications for reading instruction. National Institute of Child Health and Human Development, Washington, D.C



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Peak, J. & Dewalt, M. (1994). "Reading achievement: effects of computerized reading management and enrichment." ERS Spectrum: Journal of School Research and Information 12, 1:31-34.

Tier: Tier 3

Activity - Accelerated Reader-Renaissance Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online Reading Comprehension Questions and Vocabulary	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$1819	Title I Part A	Teachers, Title 1 Teacher and Paraprofessionals, Parent Volunteers

**Strategy 4:**

Family Engagement - Families will be invited to participate in activities designed to promote and strengthen reading support at home.

Category: English/Language Arts

Research Cited: Meaningful family engagement in children's early learning supports school readiness and later academic success. National Association for the Education of Young Children (NAEYC).

Tier: Tier 1

Activity - Family Rockin' Read Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in preschool through Grade 5 will be invited with their families to a reading month celebration.	Parent Involvement	Tier 1	Getting Ready	03/30/2018	03/31/2020	\$200	Title I Part A	Teachers, Title 1 Teacher, and Principal

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Activity - Family Accelerated Reader Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to learn about our Accelerated Reader (A.R. ) Program and then read with their child. Also they may take a couple A.R. tests. Monthly.	Parent Involvement	Tier 1	Monitor	07/01/2017	06/30/2020	\$300	Title I Part A	Teachers

Activity - Back To School Family Blast-Off	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" prize that includes a "goodie bag".	Parent Involvement	Tier 1	Implement	07/01/2017	06/30/2020	\$1380	Title I Part A	Teachers, Title 1 Teacher, Principal

### Strategy 5:

IEE FIM ELA - The Institute for Education in Excellence (IEE) will provide Professional Development and Learning with our staff to provide guidance with ELA.

Teachers will learn to implement a systematic routine that will reciprocate the most critical areas of the common core focusing on the anchor standards.

Category: English/Language Arts

Research Cited: FIM--The Focused Instructional Model is a research-based method of delivering a focused curriculum that provides time for progress monitoring and remediation. After the key concepts are chosen, the FIM can be broken down into three major components: 1) Warm-ups, 2) Progress Monitoring Tests, 3) Intervention/Celebration. (<http://www.excellenceined.org>)

Tier: Tier 1

Activity - Bi-weekly progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a systematic routine for daily practice of the anchor standards through aligned daily problems and a system of bi-weekly progress monitoring.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$4000	Title I Part A	Classroom Teachers Grades 3-5; Title 1 Teacher; Principal

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Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach to work on site with 3-5 language arts teachers to support the implementation of the Focused Instructional Model. K-3 Teachers will learn how to implement a daily practice program based specifically on the Common Core State Standards. Additionally, teachers will implement a progress monitoring system which will allow teachers to clearly identify the knowledge acquisition level of their students.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$17900	Title I Part A	IEE Staff; RES Teachers

**Strategy 6:**

Student assessment and monitoring - Students will be assessed on essential reading skills and monitored on a regular basis during the school year to ensure students are progressing. Results will be used to modify instruction or individual instructional plans as needed.

Category: English/Language Arts

Research Cited: Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).

Tier: Tier 2

Activity - Phountas & Pinnell Benchmark Assessment System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once students are identified as needing additional reading support based on DIBELS Next screening, this diagnostic assessment will assist in identifying areas of deficit for students so interventions can be more prescriptive. (35a)	Academic Support Program	Tier 2	Getting Ready	07/01/2017	06/30/2020	\$0	Other	Title I staff & K-3 classroom teachers

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Activity - DIBELS Next	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DIBELS Next will be used to assess all students on reading skills. This assessment will assist in identifying students needing Tier II and Tier III reading support	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$644	Title I Part A	Title I staff

### Goal 3: All students at Reese Elementary School will show improvement in their written expression.

**Measurable Objective 1:**

A total of 40 Fifth grade students will demonstrate a proficiency on state assessment writing scores in English Language Arts by 06/08/2018 as measured by M-Step ELA proficiency .

**Strategy 1:**

Title 1 Teacher - The Title 1 teacher will be utilized to assist students who are in need of extra support in writing. The teacher will provide timely extra assistance to ensure mastery of the curriculum.

Category: English/Language Arts

Research Cited: The Title I teacher will be responsible for organizing and implementing a K-5 RTI (response to intervention) program. "RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty" (Cortiella, 2006).

\* Cortiella, C. July 2006. Response-to-Intervention - An Emerging Method for LD Identification. Great Schools.

Tier: Tier 3

Activity - Research based writing interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**2017-2018 Goals**

Reese Elementary School

<p>We are in the process of selecting a new ELA program. Step Up to Writing, Writing Workshop The following research based writing interventions will be used in the classroom with all students; Step Up to Writing-research confirms that poor writers with and without learning disabilities respond to intensive instruction in writing. Writing depends on several processes that operate recursively with one another –generating and organizing ideas initially, then translating ideas into words, and finally revising (Hayes and Flower, 1980; Berninger, 1994; Berninger and Swanson, 1994; Bensinger, Abbott, Whitaker, Sylvester, and Nolen, 1995). Each of the critical steps in the writing process must be taught directly (Gersten and Baker, 2001) and practiced repeatedly (Swanson, Hoskyn, and Lee, 1999) if students are to write coherently and fluently. Step Up to Writing Beal, Carole R. (1996). The role of comprehension monitoring in children’s revision skills. Educational Psychology Review 8 (3): 219-238. Berninger, Virginia Wise, Robert D. Abbott, Diane Whitaker, Leihua Sylvester, and Susan B. Nolen. (1995). Integrating low- and high-level skills in instructional protocols for writing disabilities. Learning Disability Quarterly 18 (4): 293-309. Gersten, Russell, and Scott Baker: (2001). Teaching Expressive Writing to Students with Learning Disabilities: A Meta-Analysis. The Elementary School Journal 101 (3): 251-272. Swanson, H. Lee, Maureen Hoskyn, and Carole Lee. Interventions for students with learning disabilities: A meta-analysis of treatment outcomes. New York: Guilford Press, 1999. U.S. Dept. of Education, National Center for Education Statistics. (2003). The Nation’s Report Card: Writing 2002 (NCES 2003-529). Washington DC: U.S. Government Printing Office.</p> <p>Writing Workshop Calkins, L. (1994). The Art of Teaching Writing. Hinemann.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>07/01/2017</p>	<p>06/30/2020</p>	<p>\$27860</p>	<p>Title I Part A</p>	<p>Title 1 Teacher, Teachers, Title 1 Paraprofessionals</p>
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## 2017-2018 Goals

Reese Elementary School

Activity - Author Visit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Author Visit for Grades K-2 and also for Grades 3-5.	Other	Tier 3	Implement	07/01/2017	06/30/2020	\$1000	Title I Part A, Title I Part A	Teachers, Title 1 Teacher and Principal

Activity - Summer Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer long "challenge" that will motivate students to continue building necessary reading and math skills during the summer month. 3 check in times will take place during the summer and students will earn prizes based on activities completed. Check ins will take place at Reese Elementary School and Robin Glen Trailer Park.	Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$3679	Title I Part A	Summer Challenge Coordinators

Status	Progress Notes	Created On	Created By
Not Completed	We did not offer the summer challenge during the summer of 2017	June 28, 2017	Mrs. Kristine M Krieger

Activity - Professional Development/Conferences for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development workshops or conferences. An inspiring and informed teacher is an important school-related factor influencing student achievement, The Title 1 Teacher will assist in ideas for beneficial writing/integration of technology workshops/seminars/conferences.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$1333	Title I Part A	Teachers

### Strategy 2:

Positive Behavior Support - The Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) team and the staff will examine student discipline data through

## 2017-2018 Goals

Reese Elementary School

the Skyward Discipline to determine the areas of concern in our Positive Behavior Support (PBS) program. Prevention and support will be given by the staff so as to reinforce Respect, Responsibility, and Safety. Improving student self-esteem and decreasing the number of office referrals will allow students to spend more time improving their scores in writing.

Category: Learning Support Systems

Research Cited: Michigan Integrated Behavior and Learning Support Initiative (MiBLSi)

Tier: Tier 1

Activity - Responsible, Respectful and Safe	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reese Rocket Stars. MiBLSi weekly behavior rewards grades K-5.	Behavioral Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$250	General Fund, Title I Part A	Teachers, Principal, Paraprofessionals, Bus Drivers

### Strategy 3:

Handwriting Without Tears - Handwriting Without Tears – This program will be implemented in our preschool and Kindergarten classes in addition to our writing curriculum in the 2009-10 school year. Recent research by Graham, Harris and Fink (2000) suggest that “children who experience difficulty mastering this skill (handwriting) may avoid writing and decide that they cannot write, leading to arrested writing development.” Recent research also implies that “handwriting is critical to the production of creative and well-written text (Graham & Harris, 2005).” Handwriting affects both fluency and the quality of the composition. Our staff will monitor this strategy for a year and then decide if we will continue to implement, and if so, extend the curriculum to first grade the following year.

Category: English/Language Arts

Research Cited: Handwriting Without Tears

Case-Smith, J. (2002). MACROBUTTON HtmlResAnchor Effectiveness of school-based occupational therapy intervention on handwriting. American Journal of Occupational Therapy 56, 17-25.

ERIC Development Team (1997). MACROBUTTON HtmlResAnchor Six Questions educators should ask before choosing a handwriting program. ERIC Digest [ED 409 589].

Tier: Tier 3

**2017-2018 Goals**

Reese Elementary School

Activity - Handwriting Without Tears	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Handwriting Without Tears in Grades B4K-1	Academic Support Program	Tier 3	Implement	07/01/2017	06/30/2020	\$0	Title I Part A	Teachers

**Strategy 4:**

Family Engagement - Families will be invited to participate in activities designed to promote and strengthen writing support at home.

Category: English/Language Arts

Research Cited: Meaningful family engagement in children's early learning supports school readiness and later academic success. National Association for the Education of Young Children (NAEYC).

Tier: Tier 1

Activity - Author's Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students create writing projects and share them with their families.	Parent Involvement	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$35	Title I Part A	Grade 2 teachers

Activity - Back to School Family Blast-Off	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" prize which includes a "goodie bag".	Parent Involvement	Tier 1	Implement	07/01/2017	06/30/2020	\$400	Title I Part A	Teachers, Title 1 Teacher, Principal



## Goal 4: Whole Child

### Measurable Objective 1:

collaborate to increase family/communitiy engagement in our school by 06/30/2020 as measured by number of attendees.

### Strategy 1:

Increase Family/Community Engagement - Families will be invited to participate in activities designed to promote and strengthen reading and/or math support at home.

Category: School Culture

Research Cited: Meaningful family engagement in children's early learning supports school readiness and later academic success. National Association for the Education of Young Children (NAEYC).

Tier: Tier 1

Activity - Career Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members and families invited into school to share a career. This will rotate with other family engagement activities.	Career Preparation /Orientation	Tier 1	Getting Ready	07/03/2017	06/30/2020	\$200	Title I Part A	Teacher coordinators

Activity - Art Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students artwork will be displayed to share with families. This will rotate with other family engagement activities.	Parent Involvement	Tier 1	Getting Ready	07/03/2017	06/30/2020	\$100	Title I Part A	Teacher coordinators

**2017-2018 Goals**

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Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will share their science projects with families. This will rotate with other family engagement activities.	Parent Involvement	Tier 1	Getting Ready	07/03/2017	06/30/2020	\$100	Title I Part A	Teacher coordinators

Activity - Veterans Day Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Veterans in the community are invited to attend a student led Veterans Day Celebration.	Community Engagement	Tier 1	Monitor	07/03/2017	06/30/2020	\$35	General Fund	Ms. Page and RES Staff

Activity - Doughnuts with Dads/Muffins with Moms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to this social event with their child prior to the start of the school day.	Parent Involvement	Tier 1	Implement	07/03/2017	06/30/2020	\$100	Title I Part A	teacher coordinators

Activity - Back To School Family Blast Off	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" prize that includes a "goodie bag".	Parent Involvement	Tier 1	Monitor	07/03/2017	06/30/2020	\$500	Title I Part A	Teacher Coordinators

**Measurable Objective 2:**

Reese Elementary School

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**2017-2018 Goals**

Reese Elementary School

collaborate to provide support for our homeless students by 06/30/2020 as measured by a 5% increase on state math assessment and/or math NWEA.

**Strategy 1:**

Materials for Homeless Students - Food backpacks will be handed out on a weekly basis; notes will be sent home first.

Category: School Culture

Research Cited: BackPack Program – FeedingAmerica.org

Tier: Tier 1

Activity - Food Backpacks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Food backpacks to homeless students once a week	Materials	Tier 1	Monitor	07/03/2017	06/30/2020	\$0	Other	Reese High School principal (homeless liaison) and elementary secretary

Activity - Coat, Hats, Gloves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local agencies provide winter wear for our homeless and low income students	Materials	Tier 1	Implement	07/03/2017	06/30/2020	\$0	Other	Volunteers and teaching staff

**Strategy 2:**

All teachers will fully implement the new math curriculum - Homeless will be provided consistent quality instruction

Category: Mathematics

Research Cited: <http://www.edreports.org/math/reports/series/eureka-math.html>

Tier: Tier 1

## 2017-2018 Goals

Reese Elementary School

Activity - The district will continue with professional development plans to ensure full implementation of the new math curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eureka Math K-5 began implantation fall 2016-2017	Direct Instruction, Academic Support Program	Tier 1	Implement	07/03/2017	06/30/2020	\$10000	General Fund	K-5 Math Teachers and Principal

## Goal 5: 5th Grade Transition to Middle School

### Measurable Objective 1:

collaborate to assist the 5th Graders making the transition to middle school to be organized and ready for each day with their planner by 11/01/2017 as measured by students completing and using a planner to check that assignments are complete and turned in.

### Strategy 1:

Transition Organization - Students will use their planners to organize themselves at the new middle school building in the fall.

Category: Other - Responsibility & Organization

Research Cited: Darling Ph.D., Nancy, Psychology Today, Thinking About Kids, "Keep Your Middle Schooler Organized". Jan. 29, 2012.

Tier: Tier 1

Activity - Student Planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught and taken through steps in advisory of how to use middle school planners effectively	Academic Support Program	Tier 1	Getting Ready	07/03/2017	06/30/2020	\$1200	Title I Part A	Middle School Advisory Teachers



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Readers	Community members will be invited on a monthly basis to share a book with Reese Elementary students.	Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$0	teacher coordinator

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Math/STEM Night	Families are invited to attend an evening of playing math games with their child/children. This will be on a rotating basis.	Parent Involvement	Tier 1	Implement	07/03/2017	06/30/2020	\$750	Teachers and Paraprofessionals.
Back To School Family Blast Off	Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" prize that includes a "goodie bag".	Parent Involvement	Tier 1	Monitor	07/03/2017	06/30/2020	\$500	Teacher Coordinators
Back to School Family Blast-Off	Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" prize which includes a "goodie bag".	Parent Involvement	Tier 1	Implement	07/01/2017	06/30/2020	\$400	Teachers, Title 1 Teacher, Principal

**2017-2018 Goals**

Reese Elementary School

Multi-Tiered System/Reading Interventions (RTI)	Reading Interventions for Grades K-5 Tier 2 & Tier 3 students under the leadership and teaching of a Title 1 Teacher. Students who are performing below grade level will receive reading interventions in addition to regular reading classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used: Compass Learning , Comprehension Plus, Corrective Reading, Funnix, Fast ForWord, K-PALS, First Grade PALS, Phonics for Reading, Read Naturally/Read Live, Lively Letters, LLI, Road to Reading, and Road to the Code. Reading apps for iPads and websites like MobyMax.	Academic Support Program	Tier 3	Monitor	07/01/2017	06/30/2020	\$200	Teachers, Title 1 Teacher and Title 1 Paraprofessionals
STEM Activities	Students will participate in a variety of STEM activities with the assistance of elementary teachers and high/middle school students.	Academic Support Program	Tier 1	Implement	07/03/2017	06/30/2020	\$200	Classroom Teacher, Title 1 Teacher, Title 1 Paraprofessionals
DIBELS Next	DIBELS Next will be used to assess all students on reading skills. This assessment will assist in identifying students needing Tier II and Tier III reading support	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$644	Title I staff
Accelerated Reader-Renaissance Learning	Online Reading Comprehension Questions and Vocabulary	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$1819	Teachers, Title 1 Teacher and Paraprofessionals, Parent Volunteers
Professional Development/Conferences for Teachers	Teachers will attend professional development workshops or conferences. An inspiring and informed teacher is an important school-related factor influencing student achievement, The Title 1 Teacher will assist in ideas for beneficial writing/integration of technology workshops/seminars/conferences.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$1333	Teachers
Math Data Wall	Math Data Wall update the painting of the progress monitoring graph	Other	Tier 1	Monitor	07/03/2017	06/30/2020	\$200	IEE Math Coach, Title 1 Teacher, Principal, Artist

**2017-2018 Goals**

Reese Elementary School

Power Standard Warm Ups	10 minutes of the beginning of each math lesson will be devoted to our teacher-created CCSS power standard warm ups. The results will be monitored with progress monitoring test every two weeks.  Education in Excellence CCSS power standard training in August (3 days with stipend). Professional Development and support throughout the year in mathematics.	Academic Support Program	Tier 1	Implement	07/03/2017	06/30/2020	\$3700	Homeroom Teachers, Title 1 Teacher and Special Education Teacher.
Multi-Tiered System/Reading Interventions (RTI)	Reading Interventions for Grades K-5 Tier 2 & Tier 3 students under the leadership and teaching of a Title 1 Teacher. Students who are performing below grade level will receive reading interventions in addition to regular reading classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used: Compass Learning , Comprehension Plus, Corrective Reading, Funnix, Fast ForWord, K-PALS, First Grade PALS, Phonics for Reading, Read Naturally/Read Live, Lively Letters, LLI, Road to Reading, and Road to the Code. Reading apps for iPads and websites like MobyMax.	Academic Support Program	Tier 3	Monitor	07/01/2017	06/30/2020	\$36536	Teachers, Title 1 Teacher and Title 1 Paraprofessionals
Summer Challenge	Summer long "challenge" that will motivate students to continue building necessary reading and math skills during the summer month. 3 check in times will take place during the summer and students will earn prizes based on activities completed. Check ins will take place at Reese Elementary School and Robin Glen Trailer Park.	Academic Support Program	Tier 3	Getting Ready	07/01/2017	06/30/2020	\$0	Summer Challenge Coordinators
Instructional Coaching	Literacy Coach to work on site with 3-5 language arts teachers to support the implementation of the Focused Instructional Model. K-3 Teachers will learn how to implement a daily practice program based specifically on the Common Core State Standards. Additionally, teachers will implement a progress monitoring system which will allow teachers to clearly identify the knowledge acquisition level of their students.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$17900	IEE Staff; RES Teachers
Lively Letters/Sight Words You Can See	K-2 students receive whole group phonics instruction. Reinforcement support given through Title 1 reading interventions.	Supplemental Materials	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Speech Teacher, Classroom Teachers, Title 1 Teacher, Title 1 Paraprofessionals.



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Reese Elementary School

Author Visit	Author Visit for Grades K-2 and also for Grades 3-5.	Other	Tier 3	Implement	07/01/2017	06/30/2020	\$500	Teachers, Title 1 Teacher and Principal
Science Fair	Students will share their science projects with families. This will rotate with other family engagement activities.	Parent Involvement	Tier 1	Getting Ready	07/03/2017	06/30/2020	\$100	Teacher coordinators
Reading A-Z/RAZ Kids	Students in Grades K-3 engage in this interactive reading supplement to core instruction.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$782	Classroom Teacher, Title 1 Teacher, Title 1 Paraprofessionals
Family Accelerated Reader Night	Families are invited to learn about our Accelerated Reader (A.R. ) Program and then read with their child. Also they may take a couple A.R. tests. Monthly.	Parent Involvement	Tier 1	Monitor	07/01/2017	06/30/2020	\$300	Teachers

**2017-2018 Goals**

Reese Elementary School

<p>Individualized Intervention Assistance</p>	<p>Math PALS/Compass Learning/Reflex Math                  Students who are performing below grade level will receive math interventions in addition to regular math classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used.                  Compass Learning – CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn.                  Math PALS – Vanderbilt Kennedy Center for Research on Human Development; numerous studies by Fuchs, Fuchs, et al., indicated added value of preparing students to formulate conceptual mathematical explanations during PALS; results showed that (a) students with LD, as well as other low-, average-, and high-performing classmates, provides better explanation more when taught to formulate conceptual explanations, and (b) students who were taught methods to formulate conceptual mathematical explanations achieved better in mathematics. Based on the study, PALS incorporates training for students in formulating conceptual mathematical explanations.                  Mastering Math Facts - this supplemental math program is used in tandem with traditional math curriculums to increase math fact mastery through structured, self-paced practice in 10 minutes a day. Provides practice and assessment by operation-addition, subtraction, multiplication and division.                  Accelerated Math-individualized math exercises and practice for students                  Accelerated Math Training for teachers                  Moby Max-online math assistance for students                  Math apps for iPads</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>07/03/2017</p>	<p>06/30/2020</p>	<p>\$1150</p>	<p>Teachers, Title 1 Teacher and Title 1 Paraprofessionals</p>
<p>Summer Challenge</p>	<p>Summer long "challenge" that will motivate students to continue building necessary reading and math skills during the summer month. 3 check in times will take place during the summer and students will earn prizes based on activities completed. Check ins will take place at Reese Elementary School and Robin Glen Trailer Park.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2017</p>	<p>06/30/2020</p>	<p>\$3679</p>	<p>Summer Challenge Coordinators</p>

**2017-2018 Goals**

Reese Elementary School

<p>Individualized Intervention Assistance</p>	<p>Math PALS/Compass Learning/Reflex Math                  Students who are performing below grade level will receive math interventions in addition to regular math classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used.                  Compass Learning – CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn.                  Math PALS – Vanderbilt Kennedy Center for Research on Human Development; numerous studies by Fuchs, Fuchs, et al., indicated added value of preparing students to formulate conceptual mathematical explanations during PALS; results showed that (a) students with LD, as well as other low-, average-, and high-performing classmates, provides better explanation more when taught to formulate conceptual explanations, and (b) students who were taught methods to formulate conceptual mathematical explanations achieved better in mathematics. Based on the study, PALS incorporates training for students in formulating conceptual mathematical explanations.                  Mastering Math Facts - this supplemental math program is used in tandem with traditional math curriculums to increase math fact mastery through structured, self-paced practice in 10 minutes a day. Provides practice and assessment by operation-addition, subtraction, multiplication and division.                  Accelerated Math-individualized math exercises and practice for students                  Accelerated Math Training for teachers                  Moby Max-online math assistance for students                  Math apps for iPads</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>07/03/2017</p>	<p>06/30/2020</p>	<p>\$100</p>	<p>Teachers, Title 1 Teacher and Title 1 Paraprofessionals</p>
<p>Author Visits</p>	<p>NED will engage students in a reading assembly to build students enthusiasm for positive behavior. In addition local author, Lane Walker, will visit fifth grade classrooms with a reading/writing activity as well as provide students with books to take home.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/03/2017</p>	<p>06/30/2020</p>	<p>\$750</p>	<p>principal/Title I teacher</p>

**2017-2018 Goals**

Reese Elementary School

Author Visits	NED will engage students in a reading assembly to build students enthusiasm for positive behavior. In addition local author, Lane Walker, will visit fifth grade classrooms with a reading/writing activity as well as provide students with books to take home.	Academic Support Program	Tier 1	Getting Ready	07/03/2017	06/30/2020	\$0	principal/Title I teacher
Individualized Intervention Assistance	<p>Math PALS/Compass Learning/Reflex Math Students who are performing below grade level will receive math interventions in addition to regular math classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used. Compass Learning – CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn.</p> <p>Math PALS – Vanderbilt Kennedy Center for Research on Human Development; numerous studies by Fuchs, Fuchs, et al., indicated added value of preparing students to formulate conceptual mathematical explanations during PALS; results showed that (a) students with LD, as well as other low-, average-, and high-performing classmates, provides better explanation more when taught to formulate conceptual explanations, and (b) students who were taught methods to formulate conceptual mathematical explanations achieved better in mathematics. Based on the study, PALS incorporates training for students in formulating conceptual mathematical explanations.</p> <p>Mastering Math Facts - this supplemental math program is used in tandem with traditional math curriculums to increase math fact mastery through structured, self-paced practice in 10 minutes a day. Provides practice and assessment by operation-addition, subtraction, multiplication and division.</p> <p>Accelerated Math-individualized math exercises and practice for students</p> <p>Accelerated Math Training for teachers</p> <p>Moby Max-online math assistance for students</p> <p>Math apps for iPads</p>	Academic Support Program	Tier 3	Monitor	07/03/2017	06/30/2020	\$36536	Teachers, Title 1 Teacher and Title 1 Paraprofessionals

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Reese Elementary School

<p>Research based writing interventions</p>	<p>We are in the process of selecting a new ELA program.                  Step Up to Writing, Writing Workshop                  The following research based writing interventions will be used in the classroom with all students;                  Step Up to Writing-research confirms that poor writers with and without learning disabilities respond to intensive instruction in writing. Writing depends on several processes that operate recursively with one another –generating and organizing ideas initially, then translating ideas into words, and finally revising (Hayes and Flower, 1980; Berninger, 1994; Berninger and Swanson, 1994; Bensinger, Abbott, Whitaker, Sylvester, and Nolen, 1995). Each of the critical steps in the writing process must be taught directly (Gersten and Baker, 2001) and practiced repeatedly (Swanson, Hoskyn, and Lee, 1999) if students are to write coherently and fluently.                  Step Up to Writing                  Beal, Carole R. (1996). The role of comprehension monitoring in children’s revision skills. Educational Psychology Review 8 (3): 219-238.                  Berninger, Virginia Wise, Robert D. Abbott, Diane Whitaker, Leihua Sylvester, and Susan B. Nolen. (1995). Integrating low- and high-level skills in instructional protocols for writing disabilities. Learning Disability Quarterly 18 (4): 293-309.                  Gersten, Russell, and Scott Baker: (2001). Teaching Expressive Writing to Students with Learning Disabilities: A Meta-Analysis. The Elementary School Journal 101 (3): 251-272.                  Swanson, H. Lee, Maureen Hoskyn, and Carole Lee. Interventions for students with learning disabilities: A meta-analysis of treatment outcomes. New York: Guilford Press, 1999.                  U.S. Dept. of Education, National Center for Education Statistics. (2003). The Nation’s Report Card: Writing 2002 (NCES 2003-529). Washington DC: U.S. Government Printing Office.                   Writing Workshop                  Calkins, L. (1994). The Art of Teaching Writing. Hinemann.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>07/01/2017</p>	<p>06/30/2020</p>	<p>\$27860</p>	<p>Title 1 Teacher, Teachers, Title 1 Paraprofessionals</p>
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Reese Elementary School

Summer Challenge	Summer long "challenge" that will motivate students to continue building necessary reading and math skills during the summer month. 3 check in times will take place during the summer and students will earn prizes based on activities completed. Check ins will take place at Reese Elementary School and Robin Glen Trailer Park.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$6134	Summer Challenge Coordinators
Doughnuts with Dads/Muffins with Moms	Parents will be invited to this social event with their child prior to the start of the school day.	Parent Involvement	Tier 1	Implement	07/03/2017	06/30/2020	\$100	teacher coordinators
Professional Development/Conferences for Teachers	Teachers will attend professional learning workshops or reading conferences. An inspiring and informed teacher is an important school-related factor influencing student achievement, The Title 1 Teacher will assist in ideas for beneficial reading/technology- connection workshops/seminars/conferences.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$3007	Teachers
Professional Development/Conferences for Teachers	Teachers will attend professional development workshops or conferences. An inspired and informed teacher is an important school-related factor influencing student achievement. The Institute for Education in Excellence coaches will assist in ideas for beneficial math/integration of technology workshops/seminars/conferences.	Professional Learning	Tier 1	Monitor	07/03/2017	06/30/2020	\$2962	Teachers
Career Day	Community members and families invited into school to share a career. This will rotate with other family engagement activities.	Career Preparation /Orientation	Tier 1	Getting Ready	07/03/2017	06/30/2020	\$200	Teacher coordinators
Family Rockin' Read Night	Students in preschool through Grade 5 will be invited with their families to a reading month celebration.	Parent Involvement	Tier 1	Getting Ready	03/30/2018	03/31/2020	\$200	Teachers, Title 1 Teacher, and Principal
Bi-weekly progress monitoring	Teachers will develop a systematic routine for daily practice of the anchor standards through aligned daily problems and a system of bi-weekly progress monitoring.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$4000	Classroom Teachers Grades 3-5; Title 1 Teacher; Principal
Student Planners	Students will be taught and taken through steps in advisory of how to use middle school planners effectively	Academic Support Program	Tier 1	Getting Ready	07/03/2017	06/30/2020	\$1200	Middle School Advisory Teachers
Art Fair	Students artwork will be displayed to share with families. This will rotate with other family engagement activities.	Parent Involvement	Tier 1	Getting Ready	07/03/2017	06/30/2020	\$100	Teacher coordinators

**2017-2018 Goals**

Reese Elementary School

Multi-Tiered System of Supports	All students will be offered support by a variety of math activities provided by teachers, Title 1 Teacher leadership/teaching and paraprofessionals.	Academic Support Program	Tier 1	Implement	07/03/2017	06/30/2020	\$27860	Teachers, Title 1 Teacher and Title 1 Paraprofessionals
Responsible, Respectful and Safe	Reese Rocket Stars. MiBLSi weekly behavior rewards grades K-5.	Behavioral Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$100	Teachers, Principal, Paraprofessionals, Bus Drivers
Handwriting Without Tears	Handwriting Without Tears in Grades B4K-1	Academic Support Program	Tier 3	Implement	07/01/2017	06/30/2020	\$0	Teachers
Author's Celebration	Students create writing projects and share them with their families.	Parent Involvement	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$35	Grade 2 teachers
Back to School Family Blast-Off	Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" "goodie" bag.	Parent Involvement	Tier 1	Implement	07/01/2017	06/30/2020	\$1380	Teachers, Title 1 Teacher, Principal
Author Visit	Author Visit for Grades K-2 and also for Grades 3-5.	Other	Tier 3	Implement	07/01/2017	06/30/2020	\$500	Teachers, Title 1 Teacher and Principal
Math Tutoring	Twice a week a small group of students will attend an after school Title 1 math tutoring session from 3:00 to 4:00. This is led by HQ Teachers. A snack and drink will be provided.	Academic Support Program	Tier 3	Monitor	07/03/2017	06/30/2020	\$6634	Teachers
Math Tutoring	Twice a week a small group of students will attend an after school Title 1 math tutoring session from 3:00 to 4:00. This is led by HQ Teachers. A snack and drink will be provided.	Academic Support Program	Tier 3	Monitor	07/03/2017	06/30/2020	\$300	Teachers
Back To School Family Blast-Off	Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" prize that includes a "goodie bag".	Parent Involvement	Tier 1	Implement	07/01/2017	06/30/2020	\$1380	Teachers, Title 1 Teacher, Principal

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## 2017-2018 Goals

Reese Elementary School

Veterans Day Celebration	Veterans in the community are invited to attend a student led Veterans Day Celebration.	Community Engagement	Tier 1	Monitor	07/03/2017	06/30/2020	\$35	Ms. Page and RES Staff
Responsible, Respectful & Safe	Reese Rocket Stars - Respectful, Responsible, & Safe. MiBLSi weekly behavior rewards grades K-5.	Behavioral Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$150	Teachers, Principal, Paraprofessionals, Bus Drivers
The district will continue with professional development plans to ensure full implementation of the new math curriculum	Eureka Math K-5 began implantation fall 2016-2017	Direct Instruction, Academic Support Program	Tier 1	Implement	07/03/2017	06/30/2020	\$10000	K-5 Math Teachers and Principal
Responsible, Respectful and Safe	Reese Rocket Stars. MiBLSi weekly behavior rewards grades K-5.	Behavioral Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$150	Teachers, Principal, Paraprofessionals, Bus Drivers

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-2 Read & Feed	K-2 students will take part in a "Read & Feed" event where they will visit classrooms, listen to a story, and enjoy a snack to go along with the story.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$200	K-2 teachers/Title I teacher
Food Backpacks	Food backpacks to homeless students once a week	Materials	Tier 1	Monitor	07/03/2017	06/30/2020	\$0	Reese High School principal (homeless liaison) and elementary secretary
Positive Behavior Support	Reese Rocket Stars green incentive tickets and class passes handed out on a daily basis by all staff. Weekly RRS assemblies take place to promote and recognize Responsible, Respectful and Safe students. MiBLSi weekly behavior rewards grades K-5.	Behavioral Support Program	Tier 3	Evaluate	07/03/2017	06/30/2020	\$100	Teachers, Principal, Paraprofessionals, Bus Drivers, Secretaries
Phountas & Pinnell Benchmark Assessment System	Once students are identified as needing additional reading support based on DIBELS Next screening, this diagnostic assessment will assist in identifying areas of deficit for students so interventions can be more prescriptive. (35a)	Academic Support Program	Tier 2	Getting Ready	07/01/2017	06/30/2020	\$0	Title I staff & K-3 classroom teachers



**2017-2018 Goals**

Reese Elementary School

Reading A-Z/RAZ Kids	Students in Grades K-3 engage in this interactive reading supplement to core instruction.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$218	Classroom Teacher, Title 1 Teacher, Title 1 Paraprofessionals
K-3 Professional Learning Communities	K-3 teachers will engage in three professional learning days. Teachers will collaborate around reading content and update curriculum and RTI practices. An agenda with focused outcomes will be provided. (35a)	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$2000	K-3 teachers, Title I teacher, principal
Coat, Hats, Gloves	Local agencies provide winter wear for our homeless and low income students	Materials	Tier 1	Implement	07/03/2017	06/30/2020	\$0	Volunteers and teaching staff