

2019-2020 Ridgeview School Improvement Plan

Ridgeview Elementary School
Sparta Area Schools

Ms. Marialyce Zeerip
560 WEST SPARTAN DR
SPARTA, MI 49345-8735

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Overview

Plan Name

2019-2020 Ridgeview 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	All students will be proficient in ELA and Content Area Reading.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$293560
2	All students will be proficient in Mathematics	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$88600
3	All students will be proficient in ELA and Content Area Writing.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$14200
4	All students will be proficient in Science	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1700
5	All students will be proficient in Social Studies	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1400

Goal 1: All students will be proficient in ELA and Content Area Reading.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Reading in English Language Arts by 06/03/2022 as measured by Internal Universal Assessments.

Strategy 1:

Workshop Instruction in ELA and Content Area Reading - Teachers will utilize Workshop Instruction within the GRR Instructional Model during daily reading instruction at all grade levels to improve reading performance across the content areas.

Category:

Research Cited: Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. *Education and Treatment of Children*, Keene, E. O., & Zimmerman, S. (1997). *Mo-saic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann. Lezotte, Lawrence W. *Correlates of Effective Schools: Ther First and Second Generation*. Effective Schools Products LTD. Okemos, MI, 1991 Fisher, Doug, Frey, Nancy, 2004. *Improving Adolescent Literacy: Strategies at Work*. Pearson INC, Upper Saddle River NJ Daniels, Harvey and Zemilan, 2007. *Content Area Reading: Every Teacher's Guide*, Portsmouth, NH. Heinemann Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). *What is the evidence on districts' use of evidence?* In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), *Research and practice: Towards a reconciliation*. Cambridge, MA: Harvard Education Press. Rose, David H.& Meyer, Anne. *Teaching Every Student in the Digital Age: Universal Design for Learning* ASCD, Alexandria, VA. 2002 Marzano, Robert J., Pickering, Debra J., *Classroom Management that Works: Researched Based Strategies for Every Teacher*, ASCD, Alexandria VA, 2003 *Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studies*. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From *Recommendations for Full-time Online Learners*. MVU, January 2010

Tier: Tier 1

Activity - Learning Labs and Modeled Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of Workshop Instruction through peer to peer observation and professional dialogue. Program training is facilitated through district and ISD literacy experts. New Staff Reading and Writing workshop learning labs.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$3200	Title II Part A	Kent ISD Literacy and Cognitive Coaches, Building Administrators, Literacy Coaches, Lead Teachers, BSIT Members and Assistant Superintendent.
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Activity - Productive School Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for supporting and sustaining a productive educational environment so to strengthen the relational capacities of staff, students and families believed necessary to meet the rigors of the CCSS and effective orchestration of the GRR Instructional Model. Provisions made for CKHs, CPI and MERT training for designated staff in each building; effective management for SWDs; and additional staff development for new teachers.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$4400	Title II Part A	Building Administrators, School Nurse, Regional CPI Trainer, Special Education Supervisor and Assistant Superintendent

Activity - Workshop Model and CCSS Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made for preparing for the implementation of the Workshop Model and instructional strategies aligned to the CCSS ELA and Literacy Standards for ELA and reading instruction.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$800	Title II Part A	Building Administrators, MAISA Trainers, ISD Teaching and Learning Trainers, National Trainers, Literacy Coaches, and Assistant Superintendent
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Activity - Reading Workshop Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will collaborate to study new resources, pacing, and scope and sequence with Reading units.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$2400	Title II Part A	Assistant Superintendent, Principals, all classroom teachers.

Strategy 2:

At Risk and Title I Support Services - Designated staff supported by Title I and 31-A funding will provide students identified as At-Risk supplemental support services for reading in the core content areas of instruction for the purpose of improvement of performance and student achievement. Funding will also support purchase services, supplies and materials needed for the delivery supplemental program services including licenses for on-line tutorial based reading systems for At-Risk Students . Provision made in Title IIa funding will provide service providers Professional Development needed to effectively perform the program services including literacy training for early childhood staff through the state Great Start program services housed at KISD. Provisions made with Title I funding include the salaries and benefits of teachers and teachers assistants at the K-2 and 3-5 building levels in a schoolwide Title I program setting. Highly qualified and trained staff will supplement reading the core areas of instruction by implementing additional researched based programs and services to identified students to include: content area reading fluency, decoding and comprehension; and content area vocabulary and language usage and expression. Title IA will also support contracted services of a highly trained, part-time Coordinator of Title Grants for the management and oversight of program delivery. Professional Training of Title I staff through Title IIa funds include LEXIA software training, Benchmarking and progress monitoring training, and Title I teachers will continue to attend the Literacy Coaches Network through Kent ISD as part of building their capacity to coach teachers. In district training will be provided by the Title Grants Coordinator, resident experts and software company trainers. At-Risk support services include behavioral/ social emotional services for students who meet the criteria and would likely benefit from behavioral interventions in the academic setting at the Elementary and levels.

Category: Learning Support Systems

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Research Cited: Research Cited: Lezotte, Lawrence W. Correlates of Effective Schools: Ther First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003 Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

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

Tier: Tier 1

Activity - Title I Supplemental Service Providers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for partial funding of Teachers and part-time Teacher Assistants to provide researched based supplemental services and programs in content area reading for Elementary students (k-2 and 3-5) in a multi-tiered system of support within a school-wide setting. Provisions also include licences for on-line tutorial based reading systems for at-risk students at the elementary level.	Academic Support Program	Tier 1	Implement	08/01/2018	06/07/2019	\$199000	Title I Part A, Section 31a	Title Grants Coordinator, Elementary Building Administrators, Title I Teachers and Teacher Assistants and the Assistant Superintendent.

Activity - Oversight and Management of Title I Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for Purchase Services of a Part Time Grants Coordinator for ongoing oversight and management of the District Title I program including personnel and supplemental support services in a school-wide setting.	Academic Support Program	Tier 2	Implement	08/01/2018	06/07/2019	\$21000	Title I Part A	Grants Coordinator, Building Administrators and Assistant Superintendent

Activity - Title I PD for Supplemental Service Providers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made for Title I staff to receive Professional Training from resident, Kent ISD and regional experts including benchmarking and progress monitoring, reading Software, and literacy coaching.	Professional Learning	Tier 2	Implement	08/01/2018	06/07/2019	\$1200	Title II Part A	KISD Literacy Coaches Network, Software Trainers, Grants Coordinator, Title I Teachers, Assistant Superintendent
Activity - Content Area Reading Summer Program for Elementary Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for the salary and benefits, transportation and supplies and materials for students identified as at-risk in the Elementary grades.	Academic Support Program	Tier 2	Getting Ready	08/01/2018	06/07/2019	\$34000	Other	Title I coordinator, Title I staff, Designated Teachers, Operations Director, Building Principals and Assistant Superintendent
Activity - Family and Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions Made for materials resources and materials Title I Parent Involvement and Community Engagement Activities at the Elementary levels in a school-wide Title I setting. The resources include supplies for academic activities, newsletter and parenting resources, provisions for childcare and snacks for participants .	Parent Involvement	Tier 2	Implement	08/01/2018	06/07/2019	\$500	Title I Part A	Grant Coordinator, Title I Staff, Designated Teachers, Building Administration, Food Services Director and Assistant Superintendent.

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Activity - Behavior/Social Emotional Supplemental Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions of staffing for the implementation of behavior Behavioral (social/emotional) support services for elementary age at-risk Support students.	Behavioral Support Program	Tier 1	Implement	08/01/2018	06/07/2019	\$19500	Section 31a	Building Level Administration, Social Workers, Behavior Interventionist and Assistant Superintendent

Strategy 3:

PLC, Assessment and Evaluation - Teachers will utilize multiple means of student assessment and performance data to guide professional discussions and decisions for building, grade level and content area improvements in student achievement. Administration and staff will be trained in the use and application of PLCs and how to engage and use internal and external formative, benchmark, interim and summative assessments to guide instructional and SI decisions. PD includes the how to use Fountas and Pinnell Benchmark Assessments, and how to develop content area assessments aligned to the CCSS learning targets.

Category:

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

Tier: Tier 1

Activity - F and P Progress Monitoring Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provision for training staff in the use of Fountas and Pinnell Benchmark assessments for monitoring progress of Elementary students in a schoolwide setting.	Professional Learning	Tier 1	Implement	08/01/2018	06/07/2019	\$3900	Title II Part A	KISD Trainers, in district trainers, Lt. coaches, grants coordinator, teachers, administrators and assistant superintendent.

Activity - PLC PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions for PLC Leadership team to participate and attend PD in data team leadership and administration.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$2100	Title II Part A, General Fund	Designated Teachers, Building and District Administration
Activity - Kindergarten Readiness Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten staff will review a new, required, Kindergarten Readiness Assessment and practice the requisite protocols for administration.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$1560	Title II Part A	Using a Trainer of trainer model, kindergarten teachers, KRA data manager, building principal.

Goal 2: All students will be proficient in Mathematics

Measurable Objective 1:

85% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in overall performance level scores in Mathematics by 06/10/2016 as measured by cumulative math assessment and internal universal screeners.

Strategy 1:

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

Category: Mathematics

Research Cited: Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. *Education and Treatment of Children*, 29, 1–21. Fisher, Doug, Frey, Nancy, 2004. *Improving Adolescent Literacy: Strategies at Work*. Pearson INC, Upper Saddle River NJ U.S. Department of Education. (n.d.). Trends in international mathematics and science study (TIMSS). [Overview]. Retrieved December 5, 2008, from <http://nces.ed.gov/timss/> Robert Marzano: *What Works in Schools: Translating Research into Action* (2003); Marzano, Pickering & Pollock: *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (2004) National Mathematics Advisory Panel. (2008). *Foundations for success: The final report of the national mathematics advisory panel*. Washington, DC: U.S. Department of Education. Rose, David H.& Meyer, Anne. *Teaching Every Student in the Digital Age: Universal Design for Learning* ASCD, Alexandria, VA. 2002

Tier: Tier 1

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Activity - CCSS Math Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for staff participation in CCSS math instructional strategies professional development activities to improve understanding student performance in mathematics. This would include video learning labs, ThinkCentral PD, and strategy implementation PD which would include cross grade level articulation.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$3800	Title II Part A	Building Administration, Textbook Co. Trainers, Math and Science Center Trainers, Kent ISD Math Consultants, Teachers and Assistant Superintendent.

Activity - CCSS Technology Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions for purchasing video streaming licences, for staff to attend workshops and training for the effective use of instructional/assistive technologies.	Professional Learning	Tier 1	Implement	08/01/2018	06/07/2019	\$1400	USAC Technology, General Fund, Title II Part A	Building Administrators, ISD Teaching and Learning Trainers, National Trainers, Technology Trainers, and Assistant Superintendent, 3 Lead Technology Teachers

Activity - Math Workshop Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transitional First teacher will expand her understanding of Math Workshop in the early elementary classroom through observation of a model classroom.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$2400	Title II Part A	2 staff from each grade level

Strategy 2:

Title I and At-Risk Supplemental Support Services in Mathematics - Designated staff supported by Title I and 31-A funding will provide students identified as At-Risk supplemental support services in the core content areas of instruction for the purpose of improvement of performance and student achievement. Funding will also support purchase services, supplies and materials needed for the delivery supplemental program services including licences for on-line tutorial based math programs for at risk students. Provision made in Title Ila funding will provide service providers Professional Development needed to effectively perform the program services including Accelerated Math Training from Regional trainers. Provisions made with Title I funding include the salaries and benefits of teachers and teachers assistants at the K-2 and 3-5 building levels in a school-wide Title I program setting. Highly qualified and trained staff will supplement math instruction by implementing additional researched based programs and services to identified students to include: content area reading, content area vocabulary and language usage and expression, mathematical fluency and problem solving. Title IA will also support contracted services of a highly trained, part-time Coordinator of Title Grants for the management and oversight of program delivery.

Category: Mathematics

Research Cited: National Mathematics Advisory Panel. (2008). Foundations for success: The final report of the national mathematics advisory panel. Washington, DC: U.S. Department of Education. National Center for Education Statistics (2005). "The Condition of Education 2005: Indicator 19 — Status Dropout Rates by Race/Ethnicity." NCES 2005-094. Washington, DC: U.S. Government Printing Office. Kemple, J. J., & Snipes, J. C. (2000). Career Academies: Impacts on students' engagement and performance in high school. New York: MDRC (Manpower Demonstration Research Corporation). Ysseldyke, J., & Tardew, S. (2007). Use of a progress monitoring system to enable teachers to differentiate mathematics instruction. *Journal of Applied School Psychology*, 24(1), 1–28. Ysseldyke, J., & Bolt, D. M. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. *School Psychology Review*, 36(3), 453–467. Nunnery, J. A., & Ross, S. M. (2007). The effects of the School Renaissance program on student achievement in reading and mathematics. *Research in the Schools*, 14(1), 40–59. Woodward, J. (2006). Developing automaticity in multiplication facts: Integrating strategy instruction with timed practice drills. *Learning Disability Quarterly*, 29(4), 269–289.

Tier:

Activity - Oversight and Management of Title I Program and Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made through Title I for Purchase Services of a Part Time Grants Coordinator for ongoing oversight and management of the District Title I program including personnel and supplemental support services in a school-wide setting.	Academic Support Program	Tier 2	Implement	08/01/2018	06/07/2019	\$21000	Title I Part A	Grants Coordinator, building Administrator, and Assistant Superintendent

Activity - Title I Supplemental Math Support in a Schoolwide setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made through Title I Federal Grant for the salary and Benefits for 3 teachers and 8 part time teacher assistants, and materials and resources to provide researched based supplemental support services in a multi-tiered system of support in a schoolwide program. Provisions also include technology licences for an on-line tutorial based math supplemental program for identified students.	Academic Support Program	Tier 2	Getting Ready	08/01/2018	06/07/2019	\$60000	Title I Schoolwide	Grants Coordinator, Title I Teachers and Teacher Assistants, and Building Administrator
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Goal 3: All students will be proficient in ELA and Content Area Writing.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the overall performance score in Writing by 06/01/2022 as measured by district writing rubric.

Strategy 1:

Title I Supplemental Support in Writing - Designated staff supported by Title I and 31-A funding will provide students identified as At-Risk supplemental support services for writing in the core content areas of instruction for the purpose of improvement of student performance and achievement. Funding will support purchase services, supplies and materials needed for the delivery supplemental program services. Provision made in Title Ila funding will provide service providers Professional Development needed to effectively perform the program services. Provisions made with Title I funding include the salaries and benefits of teachers and teachers assistants at the K-2 and 3-5 building levels in a school-wide Title I program setting. Highly qualified and trained staff will supplement the core areas of instruction by implementing additional researched based programs and services to identified students to include: content area writing/reading, decoding and comprehension; and content area vocabulary and language usage and expression. Title IA will also support contracted services of a highly trained, part-time Coordinator of Title Grants for the management and oversight of program delivery. Professional Training of Title I staff through Title Ila finds include LEXIA software training, Benchmarking and progress monitoring training, and Title I teachers will continue to attend the Literacy Coaches Network through Kent ISD as part of building their capacity to coach teachers. In district training will be provided by the Title Grants Coordinator, resident experts and software company trainers.

Category: English/Language Arts

Research Cited: Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement(2004) Scull, J. A., & Lo Bianco, J. (2008). Successful engagement in an early literacy intervention. Journal of Early Childhood Literacy,8(2), 123–150. Effects on Efficacy in using Writers Workshop..." CleJournal of Research in Childhood Education Article date:October 1, 1998 Author:Clippard, Dana aringhouse Research Gere,Ann Ruggles, Leila Christenbury, and Kelli Sassi. 2005. Writing on Demand: Best Practices and Strategies For Success. Portsmouth, NH, Heinemann

Tier: Tier 1

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Activity - Title I Supplemental Support Services for ELA and Content Area Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for the salary and benefits of 1.7 FTE Title I teachers and 6 part-time Teacher Assistants to provide supplemental support services in ELA and content area writing in a school-wide setting at the K-2 Elementary buildings in the SAS District. Title I funding also supports partial funding for contracted services of a highly trained Grants Coordinator for ongoing professional training and program management oversight.	Professional Learning	Tier 2	Implement	08/01/2018	06/07/2019	\$10000	Title II Part A	Grants Coordinator, Title I teachers and Teacher Assistants, Building Administration, BSI Teams and Assistant Superintendent

Strategy 2:

GRR and Content Literacy Strategies - Staff will implement Guided instruction within the GRR instructional model the Gradual Release of student Responsibility Instructional Model in writing instruction across the grade levels and content areas to improve writing performance across the content areas.

Category:

Research Cited: Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH.Heinemann Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering &Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004) Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. Education and Treatment of Children

Tier: Tier 1

Activity - Workshop Model and CCSS Literacy Standards in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provisions made for designated building level staff to attend ISD training in the Writers WS instructional delivery model and the how to meet the instructional and assessment targets of the CCSS. Training includes national writing experts and authors Jeff Anderson; CCSS Writing in Science, Social studies and the technical subjects and World Languages.	Professional Learning	Tier 1	Implement	08/01/2018	06/07/2019	\$1800	Title II Part A	KISD Consultants, National and Regional Trainers, Building Administrator, designated teachers, Literacy Coaches and Assistant Superintendent.
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Strategy 3:

Workshop Instruction in ELA and Content Area Writing - Teachers will utilize Workshop Instruction within the GRR Instructional Model during daily writing instruction at all grade levels to improve reading performance across the content areas.

Category: English/Language Arts

Research Cited: Peterson, L., Young, K., Salzberg, D., West, R., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. Education and Treatment of Children, Keene, E. O., & Zimmerman, S. (1997). Mosaic of thought: Teaching comprehension in a reader's workshop. Portsmouth, NH: Heinemann. Lezotte, Lawrence W. Correlates of Effective Schools: The First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991 Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH. Heinemann Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press. Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002 Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003 Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010

Tier: Tier 1

Activity - Writing Workshop Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will collaborate to study pre and post assessments, resources, pacing, and scope and sequence in the writing units-re-sequencing the units as needed. In addition, staff will review norming and holistic scoring using the Lucy Calkins Rubrics.	Curriculum Development	Tier 1	Implement	06/01/2018	06/01/2019	\$2400	Title II Part A	Assistant Superintendent, Principals, Designated Teachers

Goal 4: All students will be proficient in Science

Measurable Objective 1:

85% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on overall performance in Science by 06/01/2022 as measured by classroom assessments.

Strategy 1:

Gradual Release Instruction in Science - Teachers will implement Guided Instruction within the GRR Instructional Model during science instruction to improve student engagement, content area reading and writing and student performance in science.

Category:

Research Cited: Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH. Heinemann The Michigan Online Learning Report, Michigan Virtual University, 2008 Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010 Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002 Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003 Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH. Heinemann Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004) Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004) Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press. Saddle River NJ Rose, David H.& Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002The Michigan Online Learning Report, Michigan Virtual University, 2008 Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009

Tier: Tier 1

Activity - NGSS Science PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provisions made for content area science teachers to participate in training regarding the learning targets and instructional expectations of the NGSS. Training facilitated through the Kent Science Team, Regional Math and Science Center the KISD Teaching and Learning Consultants.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$1700	Title II Part A	KISD Consultants, KST, GVSU Regional Math and Science Trainers Building Science Leaders, Building Administration and Assistant Superintendent
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Goal 5: All students will be proficient in Social Studies

Measurable Objective 1:

85% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on overall performance in Social Studies by 06/01/2022 as measured by classroom assessments.

Strategy 1:

Gradual Release Instruction in Social Studies - Teachers will implement Guided Instruction within the GRR Instructional Model to increase student engagement, content area reading and writing and student performance in Social Studies.

Category: Social Studies

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Rose, David H. & Meyer, Anne. Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, Alexandria, VA. 2002 The Michigan Online Learning Report, Michigan Virtual University, 2008 Evaluation of Evidence-based Practices in On-Line Learning: A Meta Analysis and Review of Online Learning Studeies. Means, B, Toyoma, Y. Murphy, R. Bakia, M. & Jones, K. 2009 taken From Recommendations for Full-time Online Learners. MVU, January 2010 Daniels, Harvey and Zemilan, 2007. Content Area Reading: Every Teacher's Guide, Portsmouth, NH. Heinemann Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003 Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH. Heinemann Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004) Robert Marzano: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Tier: Tier 1

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Activity - Learning Targets for MC3 and CCSS Literacy Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for Social Studies instructional staff to attend training specific to the learning targets and instructional expectations of the MC3 and CCSS Literacy Standards. Training includes how to create performance assessments for the MC-3 and CCSS Literacy Standards in the Social Studies Content.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$400	Title II Part A	State/Regional C3 Trainers, KISD Social Studies Consultants, Building Administration, Building Social Studies Leaders, and Assistant Superintendent

Strategy 2:

Assessment and Evaluation - Teachers will utilize multiple means of student assessment and performance data to guide decisions for building, grade level and content area improvements in student achievement. Identified staff and administrators will continue their participation in PD Activities designed to grow the districts capacity to use formative assessments to guide instructional decisions in the classroom. BSIT Teams will conduct action research using multiple means of data to determine effectiveness of strategies and activities in the SI Plans. Training for BSI Teams will also include updates to the ASSIST and the AdVanced Ed Website through the KISD SI Consultants.

Category:

Research Cited: What Works in Schools: Translating Research into Action (2003); Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004) Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

Tier: Tier 1

Activity - Action Research and Assist Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Provisions made for Building School Improvement Teams to participate in action research training and development through KISD School Improvement Consultants. The BSIT members will analyze multiple sources of data to determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders. additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/01/2018</p>	<p>06/07/2019</p>	<p>\$1000</p>	<p>General Fund</p>	<p>MDE/ISD Assist Trainers, KISD School Improvement Consultants, KISD Data Warehouse Consultants, BSI Teams, Building Administrators and Assistant Superintendent</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

USAC Technology

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
CCSS Technology Standards	Provisions for purchasing video streaming licences, for staff to attend workshops and training for the effective use of instructional/assistive technologies.	Professional Learning	Tier 1	Implement	08/01/2018	06/07/2019	\$500	Building Administrators, ISD Teaching and Learning Trainers, National Trainers, Technology Trainers, and Assistant Superintendent, 3 Lead Technology Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Title I Supplemental Service Providers	Provisions made for partial funding of Teachers and part-time Teacher Assistants to provide researched based supplemental services and programs in content area reading for Elementary students (k-2 and 3-5) in a multi-tiered system of support within a school-wide setting. Provisions also include licences for on-line tutorial based reading systems for at-risk students at the elementary level.	Academic Support Program	Tier 1	Implement	08/01/2018	06/07/2019	\$135000	Title Grants Coordinator, Elementary Building Administrators, Title I Teachers and Teacher Assistants and the Assistant Superintendent.
Oversight and Management of Title I Program and Services	Provisions made through Title I for Purchase Services of a Part Time Grants Coordinator for ongoing oversight and management of the District Title I program including personnel and supplemental support services in a school-wide setting.	Academic Support Program	Tier 2	Implement	08/01/2018	06/07/2019	\$21000	Grants Coordinator, building Administrator, and Assistant Superintendent
Oversight and Management of Title I Program	Provisions for Purchase Services of a Part Time Grants Coordinator for ongoing oversight and management of the District Title I program including personnel and supplemental support services in a school-wide setting.	Academic Support Program	Tier 2	Implement	08/01/2018	06/07/2019	\$21000	Grants Coordinator, Building Administrators and Assistant Superintendent
Family and Community Involvement	Provisions Made for materials resources and materials Title I Parent Involvement and Community Engagement Activities at the Elementary levels in a school-wide Title I setting. The resources include supplies for academic activities, newsletter and parenting resources, provisions for childcare and snacks for participants.	Parent Involvement	Tier 2	Implement	08/01/2018	06/07/2019	\$500	Grant Coordinator, Title I Staff, Designated Teachers, Building Administration, Food Services Director and Assistant Superintendent.

Title I Schoolwide

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Supplemental Math Support in a Schoolwide setting	Provisions made through Title I Federal Grant for the salary and Benefits for 3 teachers and 8 part time teacher assistants, and materials and resources to provide researched based supplemental support services in a multi-tiered system of support in a schoolwide program. Provisions also include technology licences for an on-line tutorial based math supplemental program for identified students.	Academic Support Program	Tier 2	Getting Ready	08/01/2018	06/07/2019	\$60000	Grants Coordinator, Title I Teachers and Teacher Assistants, and Building Administrator

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area Reading Summer Program for Elementary Students	Provisions made for the salary and benefits, transportation and supplies and materials for students identified as at-risk in the Elementary grades.	Academic Support Program	Tier 2	Getting Ready	08/01/2018	06/07/2019	\$34000	Title I coordinator, Title I staff, Designated Teachers, Operations Director, Building Principals and Assistant Superintendent

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Action Research and Assist Training	Provisions made for Building School Improvement Teams to participate in action research training and development through KISD School Improvement Consultants. The BSIT members will analyze multiple sources of data to determine effectiveness of strategies and activities in the SI process. The results of the research will be communicated with stakeholders. additional provisions are made for SI Teams to participate in the annual updates in the Advanced Ed ASSIST tool. The ISD and or state SI consultants provide the training in a district or regional setting.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$1000	MDE/ISD Assist Trainers, KISD School Improvement Consultants, KISD Data Warehouse Consultants, BSI Teams, Building Administrators and Assistant Superintendent
CCSS Technology Standards	Provisions for purchasing video streaming licences, for staff to attend workshops and training for the effective use of instructional/assistive technologies.	Professional Learning	Tier 1	Implement	08/01/2018	06/07/2019	\$600	Building Administrators, ISD Teaching and Learning Trainers, National Trainers, Technology Trainers, and Assistant Superintendent, 3 Lead Technology Teachers
PLC PD	Provisions for PLC Leadership team to participate and attend PD in data team leadership and administration.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$1800	Designated Teachers, Building and District Administration

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Writing Workshop Instruction	The staff will collaborate to study pre and post assessments, resources, pacing, and scope and sequence in the writing units-re-sequencing the units as needed. In addition, staff will review norming and holistic scoring using the Lucy Calkins Rubrics.	Curriculum Development	Tier 1	Implement	06/01/2018	06/01/2019	\$2400	Assistant Superintendent, Principals, Designated Teachers
Learning Labs and Modeled Instruction	Provisions made for building level staff to participate in Learning Lab activities to grow teachers application of Workshop Instruction through peer to peer observation and professional dialogue. Program training is facilitated through district and ISD literacy experts. New Staff Reading and Writing workshop learning labs.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$3200	Kent ISD Literacy and Cognitive Coaches, Building Administrators, Literacy Coaches, Lead Teachers, BSIT Members and Assistant Superintendent.
Workshop Model and CCSS Literacy Training	Provisions made for preparing for the implementation of the Workshop Model and instructional strategies aligned to the CCSS ELA and Literacy Standards for ELA and reading instruction.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$800	Building Administrators, MAISA Trainers, ISD Teaching and Learning Trainers, National Trainers, Literacy Coaches, and Assistant Superintendent
PLC PD	Provisions for PLC Leadership team to participate and attend PD in data team leadership and administration.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$300	Designated Teachers, Building and District Administration
Math Workshop Training	Transitional First teacher will expand her understanding of Math Workshop in the early elementary classroom through observation of a model classroom.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$2400	2 staff from each grade level

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<p>Title I Supplemental Support Services for ELA and Content Area Writing</p>	<p>Provisions made for the salary and benefits of 1.7 FTE Title I teachers and 6 part-time Teacher Assistants to provide supplemental support services in ELA and content area writing in a school-wide setting at the K-2 Elementary buildings in the SAS District. Title I funding also supports partial funding for contracted services of a highly trained Grants Coordinator for ongoing professional training and program management oversight.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/07/2019</p>	<p>\$10000</p>	<p>Grants Coordinator, Title I teachers and Teacher Assistants, Building Administration, BSI Teams and Assistant Superintendent</p>
<p>CCSS Math Instructional Strategies</p>	<p>Provisions made for staff participation in CCSS math instructional strategies professional development activities to improve understanding student performance in mathematics. This would include video learning labs, ThinkCentral PD, and strategy implementation PD which would include cross grade level articulation.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/01/2018</p>	<p>06/07/2019</p>	<p>\$3800</p>	<p>Building Administration, Textbook Co. Trainers, Math and Science Center Trainers, Kent ISD Math Consultants, Teachers and Assistant Superintendent.</p>
<p>F and P Progress Monitoring Training</p>	<p>Provision for training staff in the use of Fountas and Pinnell Benchmark assessments for monitoring progress of Elementary students in a schoolwide setting.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/07/2019</p>	<p>\$3900</p>	<p>KISD Trainers, in district trainers, Lt. coaches, grants coordinator, teachers, administrators and assistant superintendent.</p>

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Kindergarten Readiness Assessment Training	Kindergarten staff will review a new, required, Kindergarten Readiness Assessment and practice the requisite protocols for administration.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$1560	Using a Trainer of trainer model, kindergarten teachers, KRA data manager, building principal.
Learning Targets for MC3 and CCSS Literacy Standards	Provisions made for Social Studies instructional staff to attend training specific to the learning targets and instructional expectations of the MC3 and CCSS Literacy Standards. Training includes how to create performance assessments for the MC-3 and CCSS Literacy Standards in the Social Studies Content.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$400	State/Regional C3 Trainers, KISD Social Studies Consultants, Building Administration, Building Social Studies Leaders, and Assistant Superintendent
Reading Workshop Instruction	The staff will collaborate to study new resources, pacing, and scope and sequence with Reading units.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$2400	Assistant Superintendent, Principals, all classroom teachers.
Productive School Environment	Provisions made for supporting and sustaining a productive educational environment so to strengthen the relational capacities of staff, students and families believed necessary to meet the rigors of the CCSS and effective orchestration of the GRR Instructional Model. Provisions made for CKHs, CPI and MERT training for designated staff in each building; effective management for SWDs; and additional staff development for new teachers.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$4400	Building Administrators, School Nurse, Regional CPI Trainer, Special Education Supervisor and Assistant Superintendent

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Workshop Model and CCSS Literacy Standards in Writing	Provisions made for designated building level staff to attend ISD training in the Writers WS instructional delivery model and the how to meet the instructional and assessment targets of the CCSS. Training includes national writing experts and authors Jeff Anderson; CCSS Writing in Science, Social studies and the technical subjects and World Languages.	Professional Learning	Tier 1	Implement	08/01/2018	06/07/2019	\$1800	KISD Consultants , National and Regional Trainers, Building Administrator, designated teachers, Literacy Coaches and Assistant Superintendent.
NGSS Science PD	Provisions made for content area science teachers to participate in training regarding the learning targets and instructional expectations of the NGSS. Training facilitated through the Kent Science Team, Regional Math and Science Center the KISD Teaching and Learning Consultants.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/07/2019	\$1700	KISD Consultants , KST, GVSU Regional Math and Science Trainers Building Science Leaders, Building Administration and Assistant Superintendent
Title I PD for Supplemental Service Providers	Provisions made for Title I staff to receive Professional Training from resident, Kent ISD and regional experts including benchmarking and progress monitoring, reading Software, and literacy coaching.	Professional Learning	Tier 2	Implement	08/01/2018	06/07/2019	\$1200	KISD Literacy Coaches Network, Software Trainers, Grants Coordinator , Title I Teachers, Assistant Superintendent

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CCSS Technology Standards	Provisions for purchasing video streaming licences, for staff to attend workshops and training for the effective use of instructional/assistive technologies.	Professional Learning	Tier 1	Implement	08/01/2018	06/07/2019	\$300	Building Administrators, ISD Teaching and Learning Trainers, National Trainers, Technology Trainers, and Assistant Superintendent, 3 Lead Technology Teachers
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Supplemental Service Providers	Provisions made for partial funding of Teachers and part-time Teacher Assistants to provide researched based supplemental services and programs in content area reading for Elementary students (k-2 and 3-5) in a multi-tiered system of support within a school-wide setting. Provisions also include licences for on-line tutorial based reading systems for at-risk students at the elementary level.	Academic Support Program	Tier 1	Implement	08/01/2018	06/07/2019	\$64000	Title Grants Coordinator, Elementary Building Administrators, Title I Teachers and Teacher Assistants and the Assistant Superintendent.
Behavior/Social Emotional Supplemental Support Services	Provisions of staffing for the implementation of behavior Behavioral (social/emotional) support services for elementary age at-risk Support students.	Behavioral Support Program	Tier 1	Implement	08/01/2018	06/07/2019	\$19500	Building Level Administration, Social Workers, Behavior Interventionist and Assistant Superintendent