School Improvement Plan
2019-2022

**School Name**  Rogers Elementary

**School Address**
2200 E 2nd Street
Bloomington, IN 47401

**School Telephone Number**  812-330-7767

**School Fax Number**  812-330-7820

**School Number**  6217

**School Corporation Number**  5740

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**Mark Conrad**
Principal

Dr. Judith DeMuth
Superintendent

Dr. Lois Sabo-Skelton
School Board President
# School Improvement Plan Signature Sheet

**Date:** May 24, 2019  
**School Name:** Rogers Elementary School

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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</thead>
<tbody>
<tr>
<td>Mark Conrad, Principal</td>
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<tr>
<td>Elizabeth Thickstun, 2nd grade teacher</td>
<td>Mark Conrad</td>
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<tr>
<td>Jessica Lowry, Kindergarten teacher</td>
<td>Elizabeth Thickstun</td>
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<tr>
<td>Mitchell Packard, Kindergarten teacher</td>
<td>Mitchell Packard</td>
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<tr>
<td>Andrea Morris, Inclusion teacher</td>
<td>Andrea Morris</td>
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<tr>
<td>Julie Warren, Parent</td>
<td>Julie Warren</td>
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</tbody>
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I. **Introduction, including the following:**

A. Narrative Description

Rogers Elementary, the only primary school in the Monroe County Community School Corporation, is located at 2200 East Second Street, Bloomington, Indiana and houses kindergarten through second grade pupils in a warm, positive school environment. The school is child-centered, with dedicated and highly trained staff, enthusiastic students, and supportive parents and community.

Proximity to the Indiana University campus and community creates a symbiotic relationship. Indiana University classes are held on-site at Rogers, and college students actively participate in the classroom culture. Because we are close to IU, many graduate students and faculty live in our district, resulting in a higher percentage of international students than many schools in the corporation.

Because Rogers is a facility that houses K-2 students, one third of the school and student population are embracing their first experience in school and for many of our parents, this is their first experience having a child in public school. Rogers is a primary school at the center of a community.

Rogers actively examines the performance data of former Rogers’ students who are currently 3rd grade students at Binford Elementary.

B. Curriculum

Rogers Elementary School’s curriculum reflects the Indiana College and Career Ready Academic Standards. Curricular standards are accessible online, in the office, library, and all classrooms. Each curricular standard is defined and clearly understood through the use of weekly collaboration meetings. Regular assessments, both formal and informal, are used to determine student needs and guide daily instruction.

Rogers is implementing curriculum mapping and cross-grade level skill development. Rogers is involved in the Professional Learning Community concept, thus providing additional essential learning opportunities focused on individual student needs.
C. Assessment Instruments

- AimsWeb (grades K-2): screener to identify and monitor student progress.
- Teacher designed assessment tools: used to measure student progress on an ongoing basis. These assessments include, but are not limited to, adopted text unit tests, rubrics, teacher observation, student writing samples, performance-based activities, student projects, spiral review and student self-evaluations. Common formative/summative assessments are also used to assess essential skills (ie. Fry High Frequency Words and Phrases; Rasinski’s three-minute assessment).
- Study Island (grade 2): computer based individualized program.
- Reading Eggs (grades K-1): computer based individualized program.
- Math Seeds
- CogAT Cognitive testing
- P.A.S.T.
- Exact Path
- Kindergarten Inventory: assessment for incoming kindergarten students.

II. MCCSC Mission, Vision, and Beliefs

**Mission Statement:**
Empowering students to maximize their educational success to become productive, responsible global citizens.

**Vision Statement:**
We envision a world-class learning community that educates tomorrow’s leaders.
Core Values:

Value 1: Engagement

- All students can learn. We teach all students. No exceptions.
- All students deserve rigorous, diverse curricular and extracurricular programs, integrated with technology. Such programs balance student’s needs and interests, resulting in high levels of student engagement, achievement and completion.

Value 2: Empowerment

- All students are diverse and unique. When students are empowered, self-esteem grows.
- All students’ experiences and perspectives are assets that reflect the strength of our schools and the values of our community. Such assets, when respected, nurtured and explored, promote their academic success and the success of their peers.

Value 3: Environment

- All students thrive in a positive, creative and stimulating learning and working environment.
- All employees excel in a culture actively supported by professional development opportunities. Highly-trained, highly-valued teachers and staff are pivotal to the continuous improvement and success of our students.
- All students deserve, and we will provide, a healthy, safe and secure learning environment.
III. School Mission and Belief Statements

The mission of Rogers Elementary is to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment.

- All children can learn.
- All children benefit from developmentally appropriate materials, practices, and strategies.
- All children deserve a quality education in which individual needs are met, exceeded, and supported.
- Social Emotional Learning such as Positive Behavior Supports, Lifeskills, and the Well Managed Classroom deserve the same attention as academic ones.
- School is not just about children; it encompasses families, parents, community, stakeholders, society, the environment, and the world.
- Children must be encouraged to see the connections between new learning and prior knowledge.
- Children are more than test scores.
- Children learn best in a safe, caring environment that values diversity, collaboration, and risk-taking.
- Children thrive when expectations are high and self-esteem higher.
- Direct instruction of students increases student achievement.
- Understanding and appreciating diversity is a critical task in today’s world.
IV. Current Education Programs

A. Curriculum Supports of the Indiana College and Career Ready Academic Standards

1. Guaranteed and Viable Curriculum

MCCSC created a curriculum mapping committee comprised of representatives from all schools to determine and prioritize essential learning skills based on the Indiana Academic Standards. The chosen essential learning skills are the core of our daily instruction. They are accomplished through the use of the ongoing PLC (professional learning communities) collaborative process.

Adopted materials supporting our curriculum include, but are not limited to:

*Benchmark Literacy: Bridges Math/Number Corner: FOSS Science/Science Companion*

B. Instructional Strategies which support the Indiana Academic Standards

- Thinking Maps
- Daily 5/Café – Daily 3 Math
- Conferencing and strategy groups
- Literacy Work Stations
- Lucy Calkins Units of Study
- Orton-Gillingham
- Handwriting Without Tears: Zaner-Blozer Handwriting
- Tucker Signing
- Leveled Literacy Intervention
- Research-based instruction using leveled books
- Essential learning mini-lessons/sample tasks
- 90 minutes of uninterrupted daily reading instruction
- 30-60 minutes of daily small group focused instruction (language arts, reading, math) taught by:
  - Classroom teachers
  - Special Education teachers
  - ENL/ELL teacher
  - Instructional Coach
  - Preventionists
  - Instructional Assistants
  - Special Area Teachers
  - Zones of Regulation
  - Second Steps
C. Parental Participation

Rogers Elementary School enjoys a strong partnership between teachers and parents. Excellent communication between teachers and parents serve to facilitate all facets of our students’ development. Parents are an integral part of the school community and serve in a variety of capacities in support of our school’s mission. Many families help in classrooms and serve the school in various ways:

- Parent-Teacher Organization
  - Teacher Appreciation events
  - Annual fundraising efforts which support programming and materials for the school and teachers.
  - Provide consistent communication to parents
- Classroom Volunteers
- School Committees
- Library Volunteers

D. Technology as a Learning Support

Technology is used daily to support classroom instruction across the curriculum in the following ways:

- Whole group instruction
- Small group and individual instruction
- Extra practice and enrichment
- Research
- Assessment
- Communication
- Developing technology skills-Digital Citizenship
- Various software programs/websites

Resources:

- Classroom projectors
- Document cameras
- Classroom computers
- Listening centers/devices
- Classroom IPad carts; 1-1
- Digital Coach
E. Recent Professional Development

- PLC Institute at St. Charles, MO, Lincolnshire, IL, and Indianapolis, IN
- Local PD with Tim Brown, Mike Mattos, Katie Wood Ray, Will Richardson, Emily Iland, Becky DuFour, Dr. Derek Greenfield
- Marzano Research Lab featuring
  - Tammy Heflebower
  - Phil Warrick
- Literacy Cohort 1, 2, and 3 featuring Authors/Topics such as:
  - Richard Allington
  - Debbie Miller
  - Dr. Tim Rasinski
  - Mosaic of Thought presentation by Susan Zimmerman
- Marzano Research Lab Next Steps Vocabulary featuring Tina Boon
- Well Managed Classroom Training
- Nonviolent Crisis Prevention Training
- Language Arts Curriculum Mapping
- Mathematics Curriculum Mapping
- Cultural Diversity Training featuring Dr. Anthony Muhammad
- Literacy Summit (summer of 2012, summer of 2013)
- Ongoing Wednesday morning corporation wide PLC team meetings
- Growth/Standards Based Report Card Training
- Christine Mori, Cooperative Learning Strategies
- Professional Book Discussions
- SIOP Training
- Daily 5/Café Training
- IPad Training
- Site based (cohort sharing w/faculty; assessment training w/Lit. Coach)
- The Art and Science of Teaching -- Tammy Heflebower
- Dyslexia Education
- Literacy Work Stations (Debbie Diller)
- Tucker Signing
- Benchmark Reading Series
- Bridges Math (Summer 2016)
- Math Power Hours
- Orton-Gillingham
- Dr. Lori DeSautels
F. Cultural Competency

The Monroe County Community School Corporation (MCCSC) is a dynamic community with broad diversity in cultures, religions, ethnic groups, and socioeconomic levels. Diversity and the school community’s commitment to quality education have made the MCCSC an educational leader in Indiana for multiple years. The district encompasses 360 square miles and operates two comprehensive high schools, three middle schools, fourteen elementary schools, one graduation school, one technological school, one career center, and one learning center. The MCCSC is the 20th largest school system in the state of Indiana with an enrollment of approximately 11,000. MCCSC employs more than 650 teachers, 125 administrators and other certified employees, and a support staff of approximately 1,000 people to the MCCSC education process.

Enrollment data for Rogers Elementary for 2017-18 showed a total enrollment of 376 students with a breakdown of 117 students in kindergarten, 129 students in 1st grade, and 130 students in 2nd grade. The ethnic breakdown for students at Rogers during 2017-18 indicated 71% white, 7.2% Multiracial, 4.8% Hispanic, 3.5% Black, .3% American Indian and 13.3% Asian.

Enrollment data for Rogers Elementary for 2018-19 showed a total enrollment of 372 students with a breakdown of 131 students in Kindergarten, 118 students in 1st grade, and 123 students in 2nd grade. The ethnic breakdown for students at Rogers during 2018-19 indicated 73.1% white, 5.6% Multiracial, 4.8% Hispanic, 4% Black, and 12.4% Asian.
The percent of students who qualified for free and reduced lunch, according to the Department of Education data for Rogers in 2018-19, indicates that 17.2% of students receive free lunch services, 4.3% receive reduced lunch services, and 78.5% of Rogers’ students participate in the paid lunch program.

The percentage of students who qualified for ELL and Special Education services for Rogers for the 2018-19 school year was 55 students (14.8%) and 43 students (11.6%) respectively.
V. **Summary of data, derived from an assessment of the current status of educational programming, including the following:**

A. Data, including graphs, and data summary from the annual performance report as appropriate

1. ISTEP+

2. Comparative data – Binford Elementary, Spring 2018, Grade 3 ELA passing numbers are 96 out of 123 (78%) and Math passing numbers are 100 out of 124 (80.6%) equating to the overall ELA/Math passing percentages below.

   Percentages of 3rd grade students passing both ELA/Math: Indiana 53.1%, MCCSC 62.5%, and Binford 70.7% listed below.
3. Attendance rate - Rogers Elementary 2010-11 through 2017-18

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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>94.7%</td>
<td>96.1%</td>
<td>95.4%</td>
<td>96.3%</td>
<td>95.4%</td>
<td>96.4%</td>
<td>95.7%</td>
<td>95.6%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>96.7%</td>
<td>96.0%</td>
<td>96.6%</td>
<td>96.8%</td>
<td>96.0%</td>
<td>96.8%</td>
<td>96.1%</td>
<td>95.9%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>96.5%</td>
<td>96.7%</td>
<td>96.0%</td>
<td>97.4%</td>
<td>96.4%</td>
<td>96.8%</td>
<td>96.7%</td>
<td>96.4%</td>
</tr>
<tr>
<td>All Grades</td>
<td>95.9%</td>
<td>96.3%</td>
<td>96.1%</td>
<td>96.9%</td>
<td>96.0%</td>
<td>96.7%</td>
<td>96.1%</td>
<td>96.0%</td>
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</table>
4. AIMS Web primary data

Aims Web assessments are an ongoing process in which progress monitoring occurs for those students who fall below the 25th percentile. The inability to accurately report out our findings is due to the multiple assessments within each grade level. However, the continual review of progress and the monitoring of those who fall below the 25th%ile show that students at Rogers are making significant yearly progress.

5. Other

B. Data and data summary related to performance indicators other than those included in the annual performance report

Students in the bottom 10th%ile receive additional targeting instruction through Tier III support, which is re-evaluated monthly based on progress reports and data analysis.

C. Other information about educational programming and the learning environment including appropriate local assessments

Each classroom teacher reviews student performance at the beginning, middle, and end of the school year using a variety of instruments including the P.A.S.T., DRA, Exact Path, etc. Common Formative Assessments and informal information is then used by the teachers throughout the school year to monitor attainment of the Indiana Academic Standards. Rogers Elementary continually collects data internally on students to measure growth and effectiveness of programming and implements individualized Intervention Plans for students in the bottom 25%. Weekly, all school staff meets to discuss the students’ progress toward the mastery of these standards. Kindergarten, first and second grade use a standards/growth based report card for language arts and math. This allows teachers, students, and parents to monitor growth on each of the essential learning skills (Indiana Academic Standards).
VI. Conclusions and identified goals

An analysis of current data and grade level formative assessments reveal similar patterns of student achievement when compared to ISTEP+ results. The areas needing most significant improvements or continued focus are in Language Arts subtests Writing Applications/Writing Process and Literary Text and Nonfiction/Informational Text. Therefore, the goals directly reflect these needs.

As a result, our goals are:

- All students will improve in Writing Applications and Writing Process.

- All students will improve in Reading Comprehension of Literary Text and Nonfiction/Informational Text.

An analysis of our current math results indicate there are areas in which we continue to monitor through data collection and the implementation of Tiers 2 and 3 for focused math instruction. We are observing and following the trend data to determine if a goal or goals need to be established in the subtests topics of computation and/or problem solving.
VII. **Action Plan**

**Goal # 1:** All students will improve in Writing Applications and Writing Process.

<table>
<thead>
<tr>
<th><strong>Benchmark Goals:</strong></th>
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<tbody>
<tr>
<td>Goal for 2019-2020: 85% mastery on ISTEP+ Writing Applications/Writing Process subtests</td>
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<tr>
<td>Goal for 2020-2021: 86% mastery on ISTEP+ Writing Applications/Writing Process subtests</td>
<td></td>
</tr>
<tr>
<td>Goal for 2021-2022: 87% mastery on ISTEP+ Writing Applications/Writing Process subtests</td>
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<table>
<thead>
<tr>
<th><strong>Support Data</strong></th>
<th><strong>Standardized Assessments</strong></th>
<th><strong>Local Assessments</strong></th>
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</thead>
<tbody>
<tr>
<td>1. ISTEP+</td>
<td>1. ISTEP+</td>
<td>1. Teacher Observations/Conferences</td>
</tr>
<tr>
<td>2. Grade Level Assessments</td>
<td></td>
<td>2. Writing Rubrics</td>
</tr>
<tr>
<td>3 Teacher Observations/Conferences</td>
<td></td>
<td>3. Common Formative Assessments</td>
</tr>
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</table>
School-wide structures that support the attainment of the learning Goal # 1: All students will improve in Writing Applications and Writing Process.

<table>
<thead>
<tr>
<th>Strategies to meet Goal # 1</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>Classroom teacher</td>
<td>Fall 2019</td>
<td>Spring 2022</td>
<td>ISTEP+; Grade Level Assessments; Growth Based Report Card</td>
</tr>
<tr>
<td>Strategy 1:</td>
<td>90 minutes daily core language arts instruction</td>
<td></td>
<td>Master Schedule; Writing Portfolio/Artifacts</td>
<td>Daily 5/Café; Lucy Calkins; Orton Gillingham</td>
</tr>
<tr>
<td>Strategy 2:</td>
<td>Model: teachers introduce and model a variety of writing techniques and strategies</td>
<td></td>
<td>Thinking Maps; Journals; Rubrics; Graphic Organizers</td>
<td>Instructional Coach Training and Classroom Demonstrations; PLC Meetings</td>
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<tr>
<td>Strategy 3:</td>
<td>Implement school-wide literacy plan with daily opportunities for students to read and write at their independent level</td>
<td></td>
<td>Thinking Maps, Journals, Rubrics, Graphic Organizers, Writing Prompts</td>
<td>Creating Common Writing Assessments</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier II</td>
<td>Classroom teachers, Preventionists, Special Education, Instructional</td>
<td>Fall 2019 Spring 2022</td>
<td>Common Formative Assessments; Writing Prompts</td>
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<td>assistants, instructional coach, school administrator, and ELL teachers</td>
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<tr>
<td><strong>Strategy 1:</strong></td>
<td>30 minutes daily targeted small group instruction</td>
<td>Master Schedule; Tier Group Student Lists</td>
<td>Reader’s and Writer’s Workshops: Orton Gillingham</td>
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<tr>
<td><strong>Strategy 2:</strong></td>
<td>Model: teachers introduce and model a variety of writing techniques and strategies</td>
<td>PLC Meeting Notes; Lesson Plans</td>
<td>Thinking Maps and Graphic Organizers; Data Analysis</td>
</tr>
<tr>
<td><strong>Strategy 3:</strong></td>
<td>Daily opportunities for students to read and write at their independent level with support</td>
<td>Student Artifacts; Common Formative Assessments</td>
<td>Conferencing</td>
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<tr>
<td><strong>Person(s) Accountable</strong></td>
<td><strong>Timeline-3 Year</strong></td>
<td><strong>Evidence of Attainment</strong></td>
<td><strong>Professional Development/Required Resources</strong></td>
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<tr>
<td>Tier III</td>
<td>Classroom teachers, Preventionists, Special Education, Instructional Assistants, Instructional Coach, School Administrator, and ELL Teachers</td>
<td>Fall 2019</td>
<td>Spring 2022</td>
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<tr>
<td>Strategy 1:</td>
<td>Additional daily individualized instruction</td>
<td>Tier Group Student Lists; Personalized Intervention Plans (PIP); Progress Monitor data; Classroom Schedules</td>
<td>Diagnostic Assessments</td>
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<tr>
<td>Strategy 2:</td>
<td>Model: Step-by-step procedures to complete tasks</td>
<td>Common Formative Assessments; Progress Monitoring</td>
<td>Research Based Strategies</td>
</tr>
<tr>
<td>Strategy 3:</td>
<td>Repetition and Practice</td>
<td>Student Artifacts; Conferencing</td>
<td>Conferencing</td>
</tr>
</tbody>
</table>

**Research/Best Practice for Intervention:**

- *About the Authors: Writing Workshop with Our Youngest Writers* Ray, Katie Wood with Lisa B. Cleveland.
- *The Nuts and Bolts of Teaching Writing: (Units of Study for primary writing)* Calkins, Lucy.
- *Brain Matters: Translating Research in Practice* Wolfe, Dr. Patricia.
- *Thinking Maps: A Language for Learning* Hyerle, Dr. David.
- *Being a Writer* Developmental Studies Center
- *Raising the Bar and Closing the Gap* Dufour, Dufour, Eaker, Gayle Karhanek.
- *DRA 2 Reading Kit* Pearson.
- *Vocabulary Games for the Classroom* Lindsay Carleton, Robert J. Marzano.
- *Teaching Basic and Advanced Vocabulary* Robert J. Marzano.
Goal # 2: All students will improve in Reading Comprehension of Literary Text and Nonfiction/Informational Text.

<table>
<thead>
<tr>
<th>Benchmark Goals:</th>
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<tbody>
<tr>
<td>Goal for 2019-2020: 86% mastery on ISTEP+ Literary Text and Nonfiction/Informational Text subtests</td>
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</tr>
<tr>
<td>Goal for 2021-2022: 88% mastery on ISTEP+ Literary Text and Nonfiction/Informational Text subtests</td>
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</table>

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<thead>
<tr>
<th>Support Data</th>
<th>Standardized Assessments</th>
<th>Local Assessments</th>
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<tbody>
<tr>
<td>1. ISTEP+</td>
<td>1. ISTEP+</td>
<td>1. Student Artifacts</td>
</tr>
<tr>
<td>2. Grade Level Assessments</td>
<td>2. Exact Path (gr 2)</td>
<td>2. Common Formative Assessment</td>
</tr>
<tr>
<td>3. Teacher Observations/Conferences</td>
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<td>3. Teacher Observations/Conferences</td>
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**School-wide structures that support the attainment of the learning Goal # 2: All students will improve in Reading Comprehension of Literary Text and Nonfiction/Informational Text.**

<table>
<thead>
<tr>
<th>Strategies to meet Goal # 2</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
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<tr>
<td>Tier I</td>
<td>Classroom Teacher</td>
<td>Fall 2019 - Spring 2022</td>
<td>ISTEP+ data; Progress Monitoring</td>
<td>PLC; Literacy Cohort</td>
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<tr>
<td>Strategy 1:</td>
<td>90 minutes of daily core reading instruction</td>
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<td>Master Schedule</td>
<td>Daily 5 and Café</td>
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<tr>
<td>Strategy 2:</td>
<td>Model: teachers will model strategies to understand, analyze, and respond to literature</td>
<td>PLC Meeting Notes; Thinking Maps</td>
<td>Research Based Practices; Literacy Cohort; PLC team Meetings</td>
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<tr>
<td>Strategy 3:</td>
<td>Implement school wide literacy plan providing students with daily opportunities to read at their independent reading level</td>
<td>Adopted Unit Tests; Common Formative Assessments; Student Artifacts; Scholastic News</td>
<td>DRA2; Running Records; Conferencing; Rasinski 3 Minute Assessment</td>
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<tr>
<td>Tier II</td>
<td>Classroom teachers, Preventionists, Special Education, Instructional Assistants, Instructional Coach, School Administrator, ELL teachers</td>
<td>Timeline-3 Year Evidence of Attainment Professional Development/Required Resources</td>
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<td></td>
<td>Fall 2019 - Spring 2022</td>
<td>Common Formative Assessments; Student Artifacts</td>
<td>Weekly collaborative PLC team meetings Study Island</td>
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<tr>
<td>Strategy 1:</td>
<td>30 minutes of daily targeted small group instruction</td>
<td>Master Schedule; Tier Group Student Lists</td>
<td>Research Based Practices; Literacy Cohort; Exact Path; LLI</td>
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<tr>
<td>Strategy 2:</td>
<td>Model: teachers introduce and model a variety of reading response techniques and strategies</td>
<td>PLC Meeting Notes; Lesson Plans</td>
<td>Thinking Maps; Student Artifacts; Data Analysis</td>
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<tr>
<td>Strategy 3:</td>
<td>Daily opportunities for students to read and respond at their independent level with support</td>
<td>Student Artifacts; Common Formative Assessments</td>
<td>Conferencing; LLI</td>
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<td>Person(s) Accountable</td>
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<tr>
<td><strong>Tier III</strong> Classroom teachers, Preventionists, Special Education, Instructional Assistants, Instructional Coach, School Administrator, ELL Teachers</td>
<td>Fall 2019</td>
<td>Spring 2022</td>
<td>Common Formative Assessments; Student Artifacts; Progress Monitor data</td>
<td>Weekly Collaborative PLC Team Meetings; Study Island</td>
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<tr>
<td>Strategy 1: Additional daily individualized instruction</td>
<td>Tier Group Student Lists; Classroom Schedules; (PIP)</td>
<td>Diagnostic Assessments</td>
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<td>Strategy 2: Modeling step-by-step procedures to complete task</td>
<td>Common Formative Assessments; Progress Monitoring</td>
<td>Research Based Strategies</td>
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<td>Strategy 3: Repetition and practice</td>
<td>Student Artifacts; Conferencing</td>
<td>Conferencing</td>
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**Research/Best Practice for Intervention:**
- *The Fluent Reader* Dr. Tim Rasinski.
- *From Phonics to Fluency* Dr. Tim Rasinski.
- *3-Minute Assessment* Dr. Tim Rasinski.
- *Mosaic of Thought* Ellen Keene.
- *40 Reading Intervention Strategies for K-6* Harvey / Goudvis.
- *Professional Learning Communities At Work* Dufour / Dufour / Eaker.
- *Reading With Meaning* Debbie Miller.
- *DRA 2 Reading Kit* Pearson.
- *Orton Gillingham* M.A. Rooney Foundation.
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<th>VIII. Other Information</th>
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<tbody>
<tr>
<td>A. Statues and rules to be waived.</td>
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