

**Carson City Crystal Upper Elementary
/ Middle School SIP 2014-2015**

Carson City-Crystal Upper Elementary/Middle
School

Carson City-Crystal Area Schools

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Overview

Plan Name

Carson City Crystal Upper Elementary / Middle School SIP 2014-2015

Plan Description

This plan is submitted for approval by MDE to be Schoolwide Title I for the 2014-2015 school year.

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 Carson City-Crystal Upper Elementary/Middle School will become proficient readers.	Objectives: 2 Strategies: 5 Activities: 16	Academic	\$43000
2	All students at Carson City-Crystal Upper Elementary/Middle School will become proficient in math.	Objectives: 2 Strategies: 5 Activities: 12	Academic	\$25000
3	All students at Carson City-Crystal UE/MS will become proficient in science.	Objectives: 2 Strategies: 6 Activities: 8	Academic	\$9500
4	All students at Carson City-Crystal UE/MS will become proficient in social studies.	Objectives: 2 Strategies: 5 Activities: 8	Academic	\$11000
5	All students at Carson City-Crystal Upper Elementary/ Middle School will become proficient writers	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$7500

Goal 1: All students at Carson City-Crystal Upper Elementary/Middle School will become proficient readers.

Measurable Objective 1:

A 3% increase of Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in English Language Arts by 06/12/2015 as measured by the new State assessment..

Strategy 1:

Benchmark Assessing - ELA teachers, grades 4-8, will conduct a variety of assessments to measure students' strengths and weaknesses in reading throughout the year. Assessments will include NWEA testing 2 times a year, Aimsweb benchmark testing in comprehension and fluency 3 times per year, and other district assessments in reading. Teachers will use this data to adjust instruction and support student learning at all levels. This data will also be shared with all staff and used to identify students for appropriate reading interventions.

Research Cited: Hixson, M. D., & McGlinchey, M. T. (2002). Curriculum based measurement reading scores as dynamic indicators of basic reading skills, Journal of Precision Teaching and Celeration, 18,10-21.

McGlinchey, M. T., & Hixson, M. D. (2004). Using curriculum based measurement to predict performance on state assessments in reading. School Psychology Review, 2, 193-203.

Tier: Tier 1

Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students, grades 4-8, will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention, as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the school year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$4000	General Fund	Building Administrator and certified staff
Activity - AIMSweb testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All students, grades 4-8, will be assessed in reading comprehension and fluency using the R-CBM and MAZE tests three times per year. Assessment data will be stored in the AIMSweb data base, and shared with staff. These assessments will identify students in need of intervention, as well as measure growth over time. This data will also allow teachers to adjust instruction throughout the school year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$2500	General Fund	Building administrator and certified staff
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Activity - Reading Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will use state assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/05/2015	\$0	General Fund	Building Administrator or School Improvement Team

Activity - NWEA Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on how to implement NWEA assessments and read data reports.	Professional Learning	Tier 1	Getting Ready	06/02/2014	09/30/2014	\$10000	Title II Part A	Superintendent, Building Principals

Activity - Program Evaluation Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will learn how to use the MDE Program Evaluation Tool in assist to be able to evaluate the effectiveness of the general education and intervention programs.	Professional Learning	Tier 1	Getting Ready	11/03/2014	02/27/2015	\$0	No Funding Required	ISD Staff

Strategy 2:

Alignment of ELA Curriculum to the CCSS - Members of the ELA department will collaborate with educators from Ionia and Montcalm counties through participation in MAISD "Hair on Fire" program, which focuses on training in the CCSS. These teachers will then train and facilitate the implementation of the CCSS throughout the district to ensure consistency and fidelity across the district.

Research Cited: Allington, R. L. (2006). What really matters for struggling readers: Designing research-based programs (2nd ed.). Boston, MA: Pearson Education.

Esquith, Rafe. (2007). Teach Like Your Hair Is On Fire. New York, New York. Penguin Publishing.

Tier: Tier 1

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Activity - Hair on Fire Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who participated in the Hair on Fire program, will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from GLCEs to the CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Building Administrator and Hair on Fire participants

Activity - Staff Training on Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on how to effectively implement parent involvement which includes communication, student reporting, volunteering, decision making, and other forms of family engagement.	Professional Learning	Tier 1	Getting Ready	07/01/2014	09/30/2014	\$0	No Funding Required	Building Administrator or School Improvement Team

Strategy 3:

Thinking Maps - All classroom teachers will implement Thinking Maps in their daily reading instruction. The use of Thinking Maps supports student learning by creating mental maps for seeing relationships and organizing information which is key to comprehension.

Research Cited: Hyerle, David, et al. Student Successes With Thinking Maps School-Based Research, Results, and Models for Achievement Using Visual Tools Second Edition. Corwin, 2011.

Marzano, Robert J. et al. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. Alexandria: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - Use of Thinking Maps Across Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps Trainers will review the 8 different Thinking Maps at the beginning of the school year, and all staff are expected to utilize the maps to help students organize and plan their writing.	Direct Instruction			08/28/2013	06/04/2014	\$500	General Fund	Building Administrator, Thinking Maps Trainers, and all staff

Activity - Thinking Maps Refresher for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Prior to school starting the District trainers for Thinking Maps will provide a refresher on how to use the 8 maps within classroom instruction.	Professional Learning	Tier 1	Monitor	08/25/2014	08/29/2014	\$0	General Fund	District Thinking Map Trainers
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Strategy 4:

Explicit Vocabulary - All classroom teachers will incorporate content specific vocabulary to increase reading comprehension and fluency.

Research Cited: Allen, Janet. (1999). Words, Words, Words: Teaching Vocabulary in Grades 4-8. Stenhouse Publishers, York, Maine.

Marzano, Robert J. et al. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. Alexandria: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - Explicit Vocabulary List Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to collaborate on the creation of grade level academic vocabulary lists. These lists will be shared with students, and students will receive direct vocabulary instruction in domain-specific vocabulary from content area teachers, and their understanding of these words/terms/concepts will be assessed on end-of-course assessments. Work time will be provided by building administrators during early release time monthly.	Teacher Collaboration	Tier 1	Implement	08/25/2014	11/26/2014	\$0	General Fund	Classroom Teacher Building Administrators

Measurable Objective 2:

A 5% increase of Economically Disadvantaged students will demonstrate a proficiency in reading in English Language Arts by 06/12/2015 as measured by the new State assessment..

Strategy 1:

Reading Interventions - Identified students will be placed in appropriate, research-based reading interventions lead by certified staff. This additional time and instruction (during school, after school, and/or during summer school) will help students improve their reading skills.

Staff will spend time preteaching and reteaching reading skills to help close the achievement gap. Skills needed will be identified through the classroom teachers' benchmark testing.

Research Cited: Bender, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN.

Tier: Tier 2

Activity - Daily Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In addition to first good instruction in the general education classroom, identified students, grades 4-8, will meet with certified Title I staff for small group and/or one-on-one reading instruction for 30 minute sessions up to 3 times per week.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$10000	Title I Part A	Building administrator and Title staff
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students work with Title staff in small groups or one-on-one twice a week from 3:00-4:15 to receive additional reading instruction. Transportation is also provided.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/12/2015	\$5000	Title I Part A	Building Administrators and Title staff
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students, grades 4-8, will participate in a 2 week summer school program with instruction in all four core areas. Transportation and meals are provided.	Academic Support Program	Tier 2	Monitor	08/10/2015	08/21/2015	\$7500	Title I Part A	Building administrator and certified staff
Activity - Assisting English Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified EL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	09/01/2015	\$0	Other	Building Administrator or ISD Consortium Staff
Activity - Reading Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will use state assessment data to determine if the reading interventions were effective in closing the achievement gaps for students who are economically disadvantaged. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 2	Getting Ready	06/01/2015	06/05/2015	\$0	General Fund	Building Administrator or Title I Staff
Activity - Title I Annual Parent Meeting and Literacy Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The School Improvement Team will provide the Annual Title I Parent Meeting in September to provide information to parents about the Title I programs offered, entrance and exit criteria, Compact, and Parent Involvement Plan (\$2500). In April there is a Literacy Workshop for parents offered to teach them ways to support their child's literacy skills at home. (\$1000)	Parent Involvement	Tier 1	Getting Ready	09/02/2014	04/24/2015	\$3500	Title I Part A	Building Administrator or Title I Staff Classroom Teachers
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Goal 2: All students at Carson City-Crystal Upper Elementary/Middle School will become proficient in math.

Measurable Objective 1:

A 6% increase of Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of skills and concepts in Mathematics by 06/12/2015 as measured by the new State assessment..

Strategy 1:

Alignment of Math Curriculum to the CCSS - Members of the math department will collaborate with educators from Ionia and Montcalm counties through participation in MAISD "Hair on Fire" program, which focuses on training in the CCSS. These teachers will then train and facilitate the implementation of the CCSS throughout the district to ensure consistency and fidelity across the district.

Research Cited: Esquith, Rafe. (2007). Teach Like Your Hair Is On Fire. New York, New York. Penguin Publishing.

Tier: Tier 1

Activity - Hair on Fire Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who participated in the Hair on Fire program, will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from GLCEs to the CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Building Administrator and Hair on Fire participants

Activity - Math Cohesion Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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With the help of ISD personnel (Math Cohesion Team), the staff will align math instruction across all grade levels. In addition, teachers will branch out into the use of many new instructional approaches emphasizing collaborative problem solving and technology. Training and collaboration are scheduled monthly.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	General Fund	Superintendent Math Cohesion Team members
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Strategy 2:

Benchmark Assessing - Math teachers, grades 4-8, will conduct a variety of assessments to measure students' strengths and weaknesses in mathematics throughout the year. Assessments will include NWEA testing 2 times a year, and other district assessments in math. Teachers will use this data to adjust instruction and support student learning at all levels. This data will also be shared with all staff and used to identify students for appropriate math interventions.

Research Cited: Bender, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN.

Tier: Tier 1

Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students, grades 4-8, will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention, as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the school year.	Direct Instruction	Tier 1	Monitor	09/08/2014	06/12/2015	\$0	General Fund	Building Administrators Classroom Teachers

Activity - Math Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will use state assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/05/2015	\$0	No Funding Required	Building Administrator School Improvement Team

Strategy 3:

Thinking Maps - All classroom teachers will implement Thinking Maps in their daily math instruction. The use of Thinking Maps supports student learning by creating mental maps for seeing relationships and organizing information which is key in problem solving.

Research Cited: Hyerle, David, et al. Student Successes With Thinking Maps School-Based Research, Results, and Models for Achievement Using Visual Tools Second Edition. Corwin, 2011.

Marzano, Robert J. et al. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. Alexandria: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - Use of Thinking Maps Across Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps Trainers will review the 8 different Thinking Maps at the beginning of the school year, and all staff are expected to utilize the maps to help students organize information.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	General Fund	Building Administrators Thinking Maps Trainers all classroom teachers

Strategy 4:

Explicit Vocabulary - All classroom teachers will incorporate content specific vocabulary to increase math proficiency.

Research Cited: Allen, Janet. (1999). Words, Words, Words: Teaching Vocabulary in Grades 4-8. Stenhouse Publishers, York, Maine.

Marzano, Robert J. et al. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. Alexandria: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - Explicit Vocabulary List Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to collaborate on the creation of grade level academic vocabulary lists. These lists will be shared with students, and students will receive direct vocabulary instruction in domain-specific vocabulary from content area teachers and their understanding of this vocabulary will be assessed on end of course assessments. Work time will be provided by building administrators during early release time monthly.	Teacher Collaboration	Tier 1	Implement	08/25/2014	11/25/2014	\$0	General Fund	Classroom Teachers Building Administrators

Measurable Objective 2:

A 8% increase of Economically Disadvantaged students will demonstrate a proficiency of math skills in Mathematics by 06/12/2015 as measured by the new State assessment..

Strategy 1:

Math Interventions - Title staff will work with identified students in small groups and/or one-on-one (during school, after school and/or during summer school) to improve their math skills.

Research Cited: Bender, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN.

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Tier: Tier 2

Activity - Daily Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to first good instruction in the general education classroom, identified students will meet with Title staff in small groups and/or one-on-one for research based, math interventions for 30 minutes up to 3 times per week.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$10000	Title I Part A	Building administrator and Title staff
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will meet with Title staff from 3:00-4:15 2 days per week in small groups or one-on-one for math interventions. Transportation is provided.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$5000	Title I Part A	Building Administrator and Title Staff
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students, grade 4-8, will participate in a 2 week summer school program with direct instruction in all four core areas. Transportation and meals are provided.	Academic Support Program	Tier 2	Monitor	08/10/2015	08/21/2015	\$7500	Title I Part A	Building Administrator and Title Staff
Activity - Assisting English Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified EL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	09/01/2015	\$0	Other	Building Administrator or ISD Consortium Staff
Activity - Math Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will use state assessment data to determine if the math interventions were effective in closing the achievement gaps for students who are economically disadvantaged. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 2	Getting Ready	06/01/2015	06/05/2015	\$0	General Fund	Building Administrator or Title I Staff

Activity - Title I Annual Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I staff will provided the annual Title I Parent Meeting in September to provide information to parents about the Title I programs offered, entrance and exit criteria, Title I Compact, and Parent Involvement Plan.	Parent Involvement	Tier 1	Implement	09/02/2014	09/30/2014	\$2500	Title I Part A	Building Administrator Title I Staff Classroom Teachers

Goal 3: All students at Carson City-Crystal UE/MS will become proficient in science.

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency of skills and concepts in Science by 06/12/2015 as measured by the new State assessment..

Strategy 1:

Explicit Vocabulary - All teachers of core classes will incorporate content specific vocabulary to increase reading comprehension and proficiency in science.

Research Cited: Allen, Janet. Words, Words. Stenhouse, 2007

Frye, Edward. The Vocabulary Teacher's Book of Lists. Jossey-Bass, 2004.

Tier: Tier 1

Activity - Explicit Vocabulary List Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to collaborate on the creation of grade level academic vocabulary lists. These lists will be shared with students, and students will receive direct vocabulary instruction in domain-specific vocabulary from content area teachers and their understanding of this vocabulary will be assessed on end of course assessments. Work time will be provided by building administrators during early release time monthly.	Teacher Collaboration	Tier 1	Implement	08/25/2014	11/25/2014	\$2000	Title II Part A	Classroom Teachers Building Administrators

Strategy 2:

Writing Across the Curriculum - Teachers will learn instructional and best practices to improve students' writing in all content areas.

Research Cited: Daniels, Harvey, et al eds. Content Area Writing: Every Teacher's Guide. Heinemann, 2007.

Tier: Tier 1

Activity - 6+1 Traits of Effective Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use implement training in the 6+1 Traits of Effective Writing to improve explicit writing instruction in all core areas.	Direct Instruction	Tier 1	Monitor	08/25/2014	06/12/2015	\$0	General Fund	Building Administrators Classroom Teachers
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Strategy 3:

Thinking Maps - Thinking Maps Trainers will review the 8 different Thinking Maps at the beginning of the school year, and all staff are expected to utilize the maps to help students organize information.

Research Cited: Hyerle, David, et al. Student Successes With Thinking Maps School-Based Research, Results, and Models for Achievement Using Visual Tools Second Edition. Corwin, 2011.

Marzano, Robert J. et al. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. Alexandria: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - Use of Thinking Maps Across Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps Trainers will review the 8 different Thinking Maps at the beginning of the school year, and all staff are expected to utilize the maps to help students organize information.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	General Fund	Building Administrators Thinking Maps Trainers Classroom Teachers

Strategy 4:

Alignment of Science Curriculum to the CCSS - Members of the science department will collaborate with educators from Ionia and Montcalm counties through participation in MAISD "Hair on Fire" program, which focuses on training in the CCSS. These teachers will then train and facilitate the implementation of the CCSS throughout the district to ensure consistency and fidelity across the district.

Research Cited: Esquith, Rafe. (2007). Teach Like Your Hair Is On Fire. New York, New York. Penguin Publishing.

Tier: Tier 1

Activity - Hair on Fire Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers who participated in the Hair on Fire program, will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from GLCEs to the CCSS.	Professional Learning	Tier 1	Implement	08/25/2014	06/12/2015	\$0	No Funding Required	Building Administrators Hair on Fire Participants
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Strategy 5:

Benchmark Assessing - Science teachers will conduct a variety of assessments to measure students' strengths and weaknesses in reading throughout the year. Assessments will include NWEA testing 2 times a year and locally created assessments. Teachers will use this data to adjust instruction and support student learning at all levels. This data will also be shared with all staff and used to identify students for appropriate interventions
 Research Cited: Bender, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN.

Tier: Tier 1

Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students, grades 4-8, will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention, as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the school year.	Direct Instruction	Tier 1		09/08/2014	06/12/2015	\$0	General Fund	Building Administrators Classroom Teachers

Activity - Science Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will use state assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/05/2015	\$0	General Fund	Building Administrators Classroom Teachers

Measurable Objective 2:

A 9% increase of Economically Disadvantaged students will demonstrate a proficiency of skills and understanding in Science by 06/12/2015 as measured by the new State assessment.

Strategy 1:

Science Interventions - Title I staff will work with identified students in small groups and/or one-on-one to improve science proficiency.
 Research Cited: Bender, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN.

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Identified students, grades 4-8, will participate in a 2 week summer school program with direct instruction in all four core areas. Transportation and meals are provided.	Academic Support Program	Tier 2	Monitor	08/10/2015	08/21/2015	\$7500	Title I Part A	Building Administrator or Title I Staff
Activity - Assisting English Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified EL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	09/01/2015	\$0	Other	Building Administrators ISD Consortium Staff

Goal 4: All students at Carson City-Crystal UE/MS will become proficient in social studies.

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency of skills and concepts in Social Studies by 06/12/2015 as measured by MEAP.

Strategy 1:

Writing Across the Curriculum - Building on our training with the DBQ process, all staff will continue to work on emphasizing writing and research in social studies.

Research Cited: Daniels, Harvey et al eds. Content Area Writing: Every Teacher's Guide. Heinemann, 2007.

Tier:

Activity - Historical Thinking and Writing Through the Use of DBQs (Document Based Questions)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in Grade 4, social studies teachers will help students evaluate historical events by analyzing primary and secondary sources. Training in the DBQ model will be provided as necessary.	Teacher Collaboration	Tier 1	Implement	08/25/2014	06/12/2015	\$1500	Title II Part A	Trainer, Administrator, and teaching staff
Activity - DBQ Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in a refresher for using the DBQ activities to increase student comprehension.	Professional Learning	Tier 1	Monitor	08/25/2014	08/29/2014	\$0	No Funding Required	Building Trainers of DBQ

Strategy 2:

Explicit Vocabulary - All teachers of core classes will incorporate content specific vocabulary to increase reading comprehension and proficiency in social studies.

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Research Cited: Allen, Janet. Words, Words. Stenhouse, 2007.

Frye, Edward. The Vocabulary Teacher's Book of Lists. Jossey-Bass, 2004.

Tier: Tier 1

Activity - Explicit Vocabulary List Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to collaborate on the creation of grade level academic vocabulary lists. These lists will be shared with students, and students will receive direct vocabulary instruction in domain-specific vocabulary from content area teachers and their understanding of this vocabulary will be assessed on end of course assessments. Work time will be provided by building administrators during early release time monthly.	Teacher Collaboration	Tier 1	Implement	08/25/2014	11/25/2014	\$2000	Title II Part A	Administrators Classroom Teachers

Strategy 3:

Alignment of Social Studies Curriculum to the CCSS - Members of the social studies department will collaborate with educators from Ionia and Montcalm counties through participation in MAISD "Hair on Fire" program, which focuses on training in the CCSS. These teachers will then train and facilitate the implementation of the CCSS throughout the district to ensure consistency and fidelity across the district.

Research Cited: Esquith, Rafe. (2007). Teach Like Your Hair Is On Fire. New York, New York. Penguin Publishing.

Tier: Tier 1

Activity - Hair on Fire Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who participated in the Hair on Fire program, will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from GLCEs to the CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Building Administrators Hair on Fire Participants Classroom Teachers

Activity - Social Studies Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will use state assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/05/2015	\$0	General Fund	Building Principal Classroom Teachers

Strategy 4:

Thinking Maps - All classroom teachers will implement Thinking Maps in their daily math instruction. The use of Thinking Maps supports student learning by creating

mental maps for seeing relationships and organizing information which is key in problem solving.

Research Cited: Hyerle, David, et al. Student Successes With Thinking Maps School-Based Research, Results, and Models for Achievement Using Visual Tools Second Edition. Corwin, 2011.

Marzano, Robert J. et al. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. Alexandria: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - Use of Thinking Maps Across Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps Trainers will review the 8 different Thinking Maps at the beginning of the school year, and all staff are expected to utilize the maps to help students organize information.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	General Fund	Building Administrators Thinking Maps Trainers Classroom Teachers

Measurable Objective 2:

A 9% increase of Economically Disadvantaged students will demonstrate a proficiency skills and understanding in Social Studies by 06/12/2015 as measured by the new State assessment.

Strategy 1:

Social Studies Interventions - Title I staff will work with identified students in small groups and/or one-on-one to improve their social studies skills.

Research Cited: Bender, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN.

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students, grades 4-8, will participate in a 2 week summer school program with direct instruction in all four core areas. Transportation and meals are provided.	Academic Support Program	Tier 2	Implement	08/10/2015	08/21/2015	\$7500	Title I Part A	Building Administrator Title I Staff

Activity - Assisting English Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified EL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	09/01/2015	\$0	Other	Building Administrator or ISD Consortium Staff
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Goal 5: All students at Carson City-Crystal Upper Elementary/ Middle School will become proficient writers

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency of skills in Writing by 06/12/2015 as measured by the new State assessment.

Strategy 1:

Writing Across the Curriculum - Teachers will implement training in the 6+1 Traits of Effective Writing to improve explicit writing instruction in all core areas.

Research Cited: Daniels, Harvey et al eds. Content Area Writing: Every Teacher's Guide. Heinemann, 2007.

Tier: Tier 1

Activity - 6+1 Traits of Effective Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building upon previous professional development, classroom teachers will provide direct writing instruction based on the 6+1 Traits of Effective Writing to students in all core areas.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	General Fund	Building Administrators Classroom Teachers

Activity - Writing Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will use state assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/05/2015	\$0	General Fund	Building Principals Classroom Teachers

Strategy 2:

Thinking Maps - All classroom teachers will implement Thinking Maps in their daily math instruction. The use of Thinking Maps supports student learning by creating mental maps for seeing relationships and organizing information which is key in the writing process.

Research Cited: Hyerle, David, et al. Student Successes With Thinking Maps School-Based Research, Results, and Models for Achievement Using Visual Tools Second Edition. Corwin, 2011.

Marzano, Robert J. et al. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. Alexandria: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - Use of Thinking Maps Across Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps Trainers will review the 8 different Thinking Maps at the beginning of the school year, and all staff are expected to utilize the maps to help students organize information.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	General Fund	Building Administrators Thinking Maps Trainers Classroom Teachers

Measurable Objective 2:

A 7% increase of Economically Disadvantaged students will demonstrate a proficiency in skills in Writing by 06/12/2015 as measured by the new State assessment.

Strategy 1:

Writing Interventions - Title I staff will work in small groups and/or one-on-one with students to improve their writing skills.

Research Cited: Bender, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN.

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students, grades 4-8, will participate in a 2 week summer school program with direct instruction in all four core areas and writing. Transportation and meals are provided.	Academic Support Program	Tier 2	Monitor	08/10/2015	08/21/2015	\$7500	Title I Part A	Building Administrators Title I Staff

Activity - Assisting English Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified EL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	09/01/2015	\$0	Other	Building Administrators ISD Consortium Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Explicit Vocabulary List Development	All staff will continue to collaborate on the creation of grade level academic vocabulary lists. These lists will be shared with students, and students will receive direct vocabulary instruction in domain-specific vocabulary from content area teachers and their understanding of this vocabulary will be assessed on end of course assessments. Work time will be provided by building administrators during early release time monthly.	Teacher Collaboration	Tier 1	Implement	08/25/2014	11/25/2014	\$2000	Administrators Classroom Teachers
Historical Thinking and Writing Through the Use of DBQs (Document Based Questions)	Beginning in Grade 4, social studies teachers will help students evaluate historical events by analyzing primary and secondary sources. Training in the DBQ model will be provided as necessary.	Teacher Collaboration	Tier 1	Implement	08/25/2014	06/12/2015	\$1500	Trainer, Administrator, and teaching staff
Explicit Vocabulary List Development	All staff will continue to collaborate on the creation of grade level academic vocabulary lists. These lists will be shared with students, and students will receive direct vocabulary instruction in domain-specific vocabulary from content area teachers and their understanding of this vocabulary will be assessed on end of course assessments. Work time will be provided by building administrators during early release time monthly.	Teacher Collaboration	Tier 1	Implement	08/25/2014	11/25/2014	\$2000	Classroom Teachers Building Administrators
NWEA Staff Training	Staff will be trained on how to implement NWEA assessments and read data reports.	Professional Learning	Tier 1	Getting Ready	06/02/2014	09/30/2014	\$10000	Superintendent, Building Principals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Carson City Crystal Upper Elementary / Middle School SIP 2014-2015

Carson City-Crystal Upper Elementary/Middle School

Hair on Fire Training	Teachers who participated in the Hair on Fire program, will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from GLCEs to the CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Building Administrator and Hair on Fire participants
Program Evaluation Training	The school improvement team will learn how to use the MDE Program Evaluation Tool in assist to be able to evaluate the effectiveness of the general education and intervention programs.	Professional Learning	Tier 1	Getting Ready	11/03/2014	02/27/2015	\$0	ISD Staff
Hair on Fire Training	Teachers who participated in the Hair on Fire program, will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from GLCEs to the CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Building Administrator and Hair on Fire participants
DBQ Training	Staff will participate in a refresher for using the DBQ activities to increase student comprehension.	Professional Learning	Tier 1	Monitor	08/25/2014	08/29/2014	\$0	Building Trainers of DBQ
Staff Training on Parent Involvement	Staff will be trained on how to effectively implement parent involvement which includes communication, student reporting, volunteering, decision making, and other forms of family engagement.	Professional Learning	Tier 1	Getting Ready	07/01/2014	09/30/2014	\$0	Building Administrator or School Improvement Team
Hair on Fire Training	Teachers who participated in the Hair on Fire program, will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from GLCEs to the CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Building Administrators Hair on Fire Participants Classroom Teachers
Hair on Fire Training	Teachers who participated in the Hair on Fire program, will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from GLCEs to the CCSS.	Professional Learning	Tier 1	Implement	08/25/2014	06/12/2015	\$0	Building Administrators Hair on Fire Participants
Math Program Evaluation	The school improvement team will use state assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/05/2015	\$0	Building Administrator or School Improvement Team

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Carson City Crystal Upper Elementary / Middle School SIP 2014-2015

Carson City-Crystal Upper Elementary/Middle School

Daily Reading Interventions	In addition to first good instruction in the general education classroom, identified students, grades 4-8, will meet with certified Title I staff for small group and/or one-on-one reading instruction for 30 minute sessions up to 3 times per week.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$10000	Building administrator and Title staff
After School Tutoring	Identified students will meet with Title staff from 3:00-4:15 2 days per week in small groups or one-on-one for math interventions. Transportation is provided.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$5000	Building Administrator and Title Staff
Summer School	Identified students, grades 4-8, will participate in a 2 week summer school program with instruction in all four core areas. Transportation and meals are provided.	Academic Support Program	Tier 2	Monitor	08/10/2015	08/21/2015	\$7500	Building administrator and certified staff
Summer School	Identified students, grades 4-8, will participate in a 2 week summer school program with direct instruction in all four core areas and writing. Transportation and meals are provided.	Academic Support Program	Tier 2	Monitor	08/10/2015	08/21/2015	\$7500	Building Administrators Title I Staff
Title I Annual Parent Meeting and Literacy Workshop	The School Improvement Team will provide the Annual Title I Parent Meeting in September to provide information to parents about the Title I programs offered, entrance and exit criteria, Compact, and Parent Involvement Plan (\$2500). In April there is a Literacy Workshop for parents offered to teach them ways to support their child's literacy skills at home. (\$1000)	Parent Involvement	Tier 1	Getting Ready	09/02/2014	04/24/2015	\$3500	Building Administrator Title I Staff Classroom Teachers
Summer School	Identified students, grades 4-8, will participate in a 2 week summer school program with direct instruction in all four core areas. Transportation and meals are provided.	Academic Support Program	Tier 2	Implement	08/10/2015	08/21/2015	\$7500	Building Administrator Title I Staff
Summer School	Identified students, grades 4-8, will participate in a 2 week summer school program with direct instruction in all four core areas. Transportation and meals are provided.	Academic Support Program	Tier 2	Monitor	08/10/2015	08/21/2015	\$7500	Building Administrator Title I Staff
After School Tutoring	Identified students work with Title staff in small groups or one-on-one twice a week from 3:00-4:15 to receive additional reading instruction. Transportation is also provided.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/12/2015	\$5000	Building Administrators and Title staff
Summer School	Identified students, grade 4-8, will participate in a 2 week summer school program with direct instruction in all four core areas. Transportation and meals are provided.	Academic Support Program	Tier 2	Monitor	08/10/2015	08/21/2015	\$7500	Building Administrator and Title Staff
Title I Annual Parent Meeting	The Title I staff will provide the annual Title I Parent Meeting in September to provide information to parents about the Title I programs offered, entrance and exit criteria, Title I Compact, and Parent Involvement Plan.	Parent Involvement	Tier 1	Implement	09/02/2014	09/30/2014	\$2500	Building Administrator Title I Staff Classroom Teachers

Carson City Crystal Upper Elementary / Middle School SIP 2014-2015

Carson City-Crystal Upper Elementary/Middle School

Daily Math Interventions	In addition to first good instruction in the general education classroom, identified students will meet with Title staff in small groups and/or one-on-one for research based, math interventions for 30 minutes up to 3 times per week.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$10000	Building administrator and Title staff
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assisting English Learners	The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified EL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	09/01/2015	\$0	Building Administrators ISD Consortium Staff
Assisting English Learners	The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified EL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	09/01/2015	\$0	Building Administrator or ISD Consortium Staff
Assisting English Learners	The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified EL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	09/01/2015	\$0	Building Administrator or ISD Consortium Staff
Assisting English Learners	The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified EL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	09/01/2015	\$0	Building Administrator or ISD Consortium Staff
Assisting English Learners	The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified EL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	09/01/2015	\$0	Building Administrator or ISD Consortium Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Carson City Crystal Upper Elementary / Middle School SIP 2014-2015

Carson City-Crystal Upper Elementary/Middle School

6+1 Traits of Effective Writing	Building upon previous professional development, classroom teachers will provide direct writing instruction based on the 6+1 Traits of Effective Writing to students in all core areas.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	Building Administrators Classroom Teachers
Social Studies Program Evaluation	The school improvement team will use state assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/05/2015	\$0	Building Principal Classroom Teachers
Explicit Vocabulary List Development	All staff will continue to collaborate on the creation of grade level academic vocabulary lists. These lists will be shared with students, and students will receive direct vocabulary instruction in domain-specific vocabulary from content area teachers and their understanding of this vocabulary will be assessed on end of course assessments. Work time will be provided by building administrators during early release time monthly.	Teacher Collaboration	Tier 1	Implement	08/25/2014	11/25/2014	\$0	Classroom Teachers Building Administrators
Reading Program Evaluation	The school improvement team will use state assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/05/2015	\$0	Building Administrator School Improvement Team
Writing Program Evaluation	The school improvement team will use state assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/05/2015	\$0	Building Principals Classroom Teachers
NWEA Testing	All students, grades 4-8, will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention, as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the school year.	Direct Instruction	Tier 1	Monitor	09/08/2014	06/12/2015	\$0	Building Administrators Classroom Teachers
NWEA Testing	All students, grades 4-8, will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention, as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the school year.	Direct Instruction	Tier 1		09/08/2014	06/12/2015	\$0	Building Administrators Classroom Teachers

Carson City Crystal Upper Elementary / Middle School SIP 2014-2015

Carson City-Crystal Upper Elementary/Middle School

Explicit Vocabulary List Development	All staff will continue to collaborate on the creation of grade level academic vocabulary lists. These lists will be shared with students, and students will receive direct vocabulary instruction in domain-specific vocabulary from content area teachers, and their understanding of these words/terms/concepts will be assessed on end-of-course assessments. Work time will be provided by building administrators during early release time monthly.	Teacher Collaboration	Tier 1	Implement	08/25/2014	11/26/2014	\$0	Classroom Teacher Building Administrators
Science Program Evaluation	The school improvement team will use state assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/05/2015	\$0	Building Administrators Classroom Teachers
AIMSweb testing	All students, grades 4-8, will be assessed in reading comprehension and fluency using the R-CBM and MAZE tests three times per year. Assessment data will be stored in the AIMSweb data base, and shared with staff. These assessments will identify students in need of intervention, as well as measure growth over time. This data will also allow teachers to adjust instruction throughout the school year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$2500	Building administrator and certified staff
Use of Thinking Maps Across Content Areas	Thinking Maps Trainers will review the 8 different Thinking Maps at the beginning of the school year, and all staff are expected to utilize the maps to help students organize information.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	Building Administrators Thinking Maps Trainers Classroom Teachers
Math Intervention Evaluation	The school improvement team will use state assessment data to determine if the math interventions were effective in closing the achievement gaps for students who are economically disadvantaged. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 2	Getting Ready	06/01/2015	06/05/2015	\$0	Building Administrator Title I Staff
Use of Thinking Maps Across Content Areas	Thinking Maps Trainers will review the 8 different Thinking Maps at the beginning of the school year, and all staff are expected to utilize the maps to help students organize information.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	Building Administrators Thinking Maps Trainers all classroom teachers

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Carson City-Crystal Upper Elementary/Middle School

6+1 Traits of Effective Writing	Teachers will use implement training in the 6+1 Traits of Effective Writing to improve explicit writing instruction in all core areas.	Direct Instruction	Tier 1	Monitor	08/25/2014	06/12/2015	\$0	Building Administrators Classroom Teachers
Thinking Maps Refresher for Teachers	Prior to school starting the District trainers for Thinking Maps will provide a refresher on how to use the 8 maps within classroom instruction.	Professional Learning	Tier 1	Monitor	08/25/2014	08/29/2014	\$0	District Thinking Map Trainers
Use of Thinking Maps Across Content Areas	Thinking Maps Trainers will review the 8 different Thinking Maps at the beginning of the school year, and all staff are expected to utilize the maps to help students organize and plan their writing.	Direct Instruction			08/28/2013	06/04/2014	\$500	Building Administrator, Thinking Maps Trainers, and all staff
Use of Thinking Maps Across Content Areas	Thinking Maps Trainers will review the 8 different Thinking Maps at the beginning of the school year, and all staff are expected to utilize the maps to help students organize information.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	Building Administrators Thinking Maps Trainers Classroom Teachers
NWEA Testing	All students, grades 4-8, will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention, as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the school year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$4000	Building Administrator and certified staff
Math Cohesion Training	With the help of ISD personnel (Math Cohesion Team), the staff will align math instruction across all grade levels. In addition, teachers will branch out into the use of many new instructional approaches emphasizing collaborative problem solving and technology. Training and collaboration are scheduled monthly.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Superintendent Math Cohesion Team members
Use of Thinking Maps Across Content Areas	Thinking Maps Trainers will review the 8 different Thinking Maps at the beginning of the school year, and all staff are expected to utilize the maps to help students organize information.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	Building Administrators Thinking Maps Trainers Classroom Teachers

Carson City Crystal Upper Elementary / Middle School SIP 2014-2015

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Reading Intervention Evaluation	The school improvement team will use state assessment data to determine if the reading interventions were effective in closing the achievement gaps for students who are economically disadvantaged. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 2	Getting Ready	06/01/2015	06/05/2015	\$0	Building Administrator or Title I Staff
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