

# **Harwood 2019-2020 Goals**

Harwood Elementary School

Warren Consolidated Schools

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## **Overview**

### **Plan Name**

Harwood 2019-2020 Goals

### **Plan Description**

Outline of goals, objectives, strategies and activities

## 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	Math: All students will meet or exceed state and local standards in math.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1500
2	Reading: All students will meet or exceed state and local standards in reading.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$103256
3	Writing: All students will meet or exceed state standards in writing.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
4	Behavior: All students will demonstrate appropriate behavior throughout the school campus.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Social Studies: All students will meet or exceed state standards in social studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	Science: All students will meet or exceed state standards in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

## Goal 1: Math: All students will meet or exceed state and local standards in math.

### Measurable Objective 1:

48% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 that will meet or exceed state standards in Mathematics by 06/11/2020 as measured by state assessments. In addition, 80% of all students will meet the growth target as measured by the NWEA..

### Strategy 1:

Balanced Math Instruction - Harwood staff will provide all students with at least ninety minute daily block of balanced math instruction utilizing research-based strategies and district-provided curriculum. Components will include but won't be limited to: number talks, common core mathematical practices, problem solving tasks, and daily targeted intervention block.

Category: Mathematics

Research Cited: "Improving Student Achievement in Math" by Growse and Cebulla "Classroom Instruction That Works" by Marzano Instruction focused on math skills that are developmentally appropriate for each student or small group. Burns, M. (1992). About Teaching Mathematics a K-8 Resource. Sausalito, CA: Math Solutions Publications.

Tier: Tier 1

Activity - Monitoring Balanced Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching Staff will use multiple common assessments to continuously evaluate student learning as it relates to balanced math instruction. As part of the school improvement plan; the use of instructional unit plans, master schedule, monitoring logs, formative assessments, target walls, strategy implementation guides, data protocol sheets, excel document, grade level collective commitments, common prep, and walkthroughs will be part of the monitoring process.	Evaluation	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Harwood Instructional Staff

### Strategy 2:

Small Group Math Intervention - Students identified through common formative assessments will receive targeted small group instruction by the classroom teacher four to five times per week to address skill deficits.

Category: Mathematics

Research Cited: Burns, M. (1992). About Teaching Mathematics a K-8 Resource. Sausalito, CA: Math Solutions Publications. About Teaching Mathematics gives teachers an even better guide for making appropriate and effective instructional decisions. It is an essential resource for all teachers of K -- 8 Mathematics.

Tier: Tier 2

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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use computer-based programs to practice math problem solving, computation, and fluency skills. These programs include but are not limited to: Xtra Math, TenMarks, Moby Max, and Interactive White Board games.	Technology	Tier 2	Implement	09/03/2019	06/11/2020	\$0	Other	Harwood Instructional Staff

  

Activity - AddVantage Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based program designed to support elementary educators, special education educators, math interventionists, and math coaches in diagnosing and advancing student understanding and numeracy development.	Academic Support Program	Tier 2	Getting Ready	09/03/2019	06/11/2020	\$1500	General Fund	Resource Room and select general education teachers.

## Goal 2: Reading: All students will meet or exceed state and local standards in reading.

### Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 reading in English Language Arts by 06/11/2020 as measured by state assessments. In addition, 80% of all students will meet the growth target as measured by the NWEA assessment.

### Strategy 1:

Balanced Literacy Instruction - Harwood teachers will implement 180 minutes of balanced literacy instruction five days a week in order to increase student achievement in reading.

Category: English/Language Arts

Research Cited: Avalos, M., Plasencia, A., Chavez, C., & Rascón, J.. (2007). Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning. *The Reading Teacher*, 61(4), 318-21,323-326,328-329. Retrieved January 26, 2010, from Research

Library. (Document ID: 1397136471).

Ford, M., & Opitz, M.. (2008). A National Survey of Guided Reading

Practices: What We Can Learn from Primary Teachers. *Literacy*

Research and Instruction, 47(4), 309-331. Retrieved January 26, 2010, from Research Library. Document ID: 1588845171).1500 K-2 teachers describing

understandings and practices related to guided reading. Results focused on five questions: What is the purpose of guided reading groups? What grouping techniques should be used? What texts should be used? How is instruction planned with and away from the teacher? And how are learners assessed during guided reading?

Responses indicated confusion about the purposes of guided reading, variability in grouping techniques, static membership in groups, over reliance on narrative texts,

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inconsistent use of instructional level texts, extensive use of centers and independent seat work to engage learners away from the teacher, and frequent use of informal assessment.

Tier: Tier 1

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal verifies the activity is being implemented in all classrooms. These fidelity checks include walkthroughs, master schedules, monitoring logs and Professional Learning Communities' (PLC) discussions/agendas. The Harwood staff will analyze and evaluate student progress by utilizing DRA2, Easy CBM, common formative assessments, MSTEP, and NWEA.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	School Principal and Harwood staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a variety of technology-based programs that provide students with leveled reading practice. These programs include Raz-kids, Pebble Go, and Mel.org. The programs can be accessed both at school and at home.	Technology	Tier 1	Implement	09/03/2019	06/11/2020	\$1200	Title I Schoolwide	Classroom Teachers, Title I and Title III staff

Activity - Learning at Home Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities will be provided to parents to help support their children in reading. In the Spring of 2019, parents of incoming Kindergartners for the 2019-2020 school year will be provided with literacy training activities that focus on letter/sound identification.	Parent Involvement	Tier 1	Implement	09/03/2019	06/11/2020	\$1000	Title I Schoolwide	Harwood Instructional Staff

### Strategy 2:

Title I Intervention - Harwood Title I Staff will meet with targeted students providing supplementary reading instruction in order to increase student achievement in reading.

Category: English/Language Arts

Research Cited: Foorman, B. R., Francis, D. J., Winikates, D., Mehta, P., Schatschneider, C., & Fletcher, J. M. (1997). Early interventions for children with reading disabilities.

Scientific Studies of Reading, 1, 255–276.

Examines effectiveness of three different reading interventions in reading disabled second and third graders. Compares growth in phonological and orthographic processing and word reading. Finds the most significant mediator of intervention effects was initial differences in phonological and orthographic processing skills.

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Concludes that synthetic phonics facilitates skill in phonological analysis relative to analytic phonics and sight-word methods, but it does not transfer to gains in reading.

Tier: Tier 3

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign Title I Teacher and Paraprofessional to provide additional reading instruction to identified students using the learning target wall for student goal setting and progress monitoring.	Academic Support Program	Tier 3	Evaluate	09/03/2019	06/11/2020	\$101056	Title I Schoolwide	Building Principal, Title I Staff

Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled Literacy Intervention (LLI) is a researched-based reading intervention program used to supplement the general education balanced literacy program. Identified students will be working in small groups 5 times a week to help increase literacy skills. Students' progress is monitored every six to eight weeks by DRA2, Core Phonics, and/or running records.	Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$0	Title I Schoolwide	Title I staff

Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct Instruction Program to help students master essential decoding and comprehension skills.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Title I Schoolwide	Title 1 Staff

**Strategy 3:**

English Learner Support - The Language Acquisition teachers provide additional small group direct instruction to identified English Learners (EL) five times a week using the learning target wall for student goal setting and progress monitoring.

Category: English/Language Arts

Research Cited: Al-Hazza, Tami Craft & Abha Gupta. (2006). Reading Tutor Checklist: A Guide for Supplemental Reading Support for Volunteer Tutors. Preventing School Failure, 50(4), 15-22. Retrieved January 26, 2010, from Research Library. (Document ID: 1121760671).

Tier: Tier 1

Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Leveled Literacy Intervention (LLI) is a researched-based reading intervention program used to supplement the general education balanced literacy program. Identified students will be working in small groups to help increase literacy skills. Students' progress is monitored every six to eight weeks by DRA2, Core Phonics and/or running records.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Language Acquisition Staff
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Activity - Language for Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based program with a focus on oral expression designed to teach children vocabulary, concepts, and sentence forms used in classroom instruction.	Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$0	Section 41	Language Acquisition Teachers

Activity - Language for Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based oral language program that is an expansion of skills learned in the Language for Learning program. It sets the stage for reading comprehension and written conventions of grammar by teaching extensive vocabulary and critical thinking skills.	Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$0	Section 31a	Language Acquisition Teachers

Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct Instruction Program to help students master essential decoding and comprehension skills.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Title I Schoolwide	Language Acquisition Staff

## Goal 3: Writing: All students will meet or exceed state standards in writing.

### Measurable Objective 1:

69% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 writing in English Language Arts by 06/11/2020 as measured by state assessments. .

### Strategy 1:

Differentiated Writing Instruction - Instructional Staff will utilize the district adopted curriculum, along with the Writing to the Text Program, in order to provide all students with differentiated writing instruction in narrative, opinion, and informational writing.

Category: English/Language Arts

Research Cited: Units of Study for Writing by Lucy Calkins

Calkins: Based on knowledge gleaned from eight years of research on children's writing development, this book focuses on the teaching of writing to children in the

elementary school. The first section of the book deals with the essentials in teaching writing, and the establishment of a classroom that nurtures and supports growth in writing. The second section examines how children change as writers, ranging from early forays into writing in kindergarten and first grade, to the problems and successes of writing in adolescence. The third section focuses on writing conferences, including those that examine content, balance content with form, and ask process and evaluation questions. The fourth section examines the input of the teacher in developing lessons and improving the quality of student writing, while the fifth section discusses reading-writing connections. The sixth and final section discusses the use of learning logs in content area writing, and the writing of research papers, poetry, and fiction

Being a Writer (Allington, Graves, Calkins, Fletcher)

by Developmental Studies Center

National Council of English Teachers (2008) Writing Now. Pages 1-8

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in writing instruction for all staff who need training.	Professional Learning	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Title I Schoolwide	Harwood Instructional Staff

**Strategy 2:**

Title I Supplemental Support - Students receive small group instruction to reinforce the writing strategies taught within the general education classroom; with the focus on writing to the text.

Category: English/Language Arts

Research Cited: Units of Study for Primary Writing Gr. K-2 and Units of Study for Teaching Writing Gr. 3-5. Heineman

Allington, R, and S. (1995). No Quick Fix: Rethinking Literacy Programs in America’s Elementary Schools. New York: Teachers College Press.

This comprehensive book, edited by Richard Allington and Sean Walmsley, contains essays that provide suggestions for improving literacy instruction for all children.

The introduction dispels six commonly held beliefs about reading development in children.

Tier: Tier 2

Activity - Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student notebooks will be utilized as part of the intervention to reinforce strategies from daily lessons.	Implementation	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Title I Teacher

**Strategy 3:**

EL Supplemental Support - Students receive additional small group instruction to reinforce the strategies taught in the general education classroom; with the focus on writing to text.

Category: English/Language Arts

Research Cited: Units of Study for Primary Writing Gr. K-2 and Units of Study for Teaching Writing Gr. 3-5. Heineman

Tier: Tier 3

Activity - Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student notebooks will be utilized as part of the intervention to reinforce strategies from daily lessons.	Direct Instruction	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Language Acquisition staff

**Goal 4: Behavior: All students will demonstrate appropriate behavior throughout the school campus.**

**Measurable Objective 1:**

demonstrate a behavior that reflects the positive behavior objectives of our SOAR program (Safety, Outstanding Attitude, Respect, Responsibility) on a daily basis by 06/11/2020 as measured by office referrals.

**Strategy 1:**

Positive Behavior Support - Harwood Staff will continue to utilize S.O.A.R. as a school wide Positive Behavior Support program. Students are taught the behavioral expectations throughout the school year.

S: Stay Safe

O: Outstanding Attitude

A: Always Respectful

R: Ready to be Responsible

Students are given explicit instruction on expected behavior at the beginning of each school year. The SOAR program is reinforced daily through the use of SOAR cards recognizing appropriate behavior. Monthly SOAR reward activities are held to recognize students who demonstrate exemplary behavior throughout the month.

Category: Other - Behavior

Research Cited: Turnbull, A., Edmonson, H., Griggs, P., et.al. (2002). A Blueprint for Schoolwide Positive

Behavior Support: Implementation of Three Components. Exceptional Children, Vol. 68, 2002.

Crone,D.A. and Horner, R.H. (2003). Building Positive Behavior Support Systems in Schools: Functional Behavior Assessment. Guilford Press: NY

Tier: Tier 1

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Activity - SOAR Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are taught the behavioral expectations throughout the school year. An incentive program provides rewards for positive behavior. School-wide learning targets are identified, they are modeled and student behavior is monitored through the use of SOAR cards and our referral system.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	Harwood Instructional/Support Staff

## Goal 5: Social Studies: All students will meet or exceed state standards in social studies.

### Measurable Objective 1:

56% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 that will meet or exceed state standards in Social Studies by 06/11/2020 as measured by state assessments. .

### Strategy 1:

Direct Instruction - Harwood staff will provide all students with direct instruction utilizing district-provided curriculum in Social Studies along with integrating lessons into the Reading block.

Category: Social Studies

Research Cited: Priorities in Practice: The Essentials of Social Studies, Grades K-8, Effective Curriculum, Instruction and Assessment (2008) by Kathy Checkley

Tier: Tier 1

Activity - Content Supported Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate content-specific literacy materials within each unit that support the social studies curriculum. Practices and materials include; guided reading using leveled literacy library books, writing across the curriculum, mentor texts, web-based materials, and trade books.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Title I Schoolwide	Harwood Instructional Staff

Activity - Supplemental Social Studies Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will choose from a variety of resources to supplement their instruction including but not limited to: Time For Kids, Discovery Education, and BrainPop	Implementation	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Title I Schoolwide	Harwood Instructional Staff

## Goal 6: Science: All students will meet or exceed state standards in science.

### Measurable Objective 1:

53% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 to meet or exceed state standards in Science by 06/11/2020 as measured by state assessments. .

### Strategy 1:

Direct Instruction - Harwood staff will provide all students with direct instruction utilizing district-provided curriculum in Science and integrate Science within the Reading block.

Category: Science

Research Cited: Citation: Husty, S., & Jackson, J.. (2008). Multisensory Strategies for Science Vocabulary. Science and Children, 46(4), 32-35. Retrieved January 26, 2010, from Research Library. (Document ID: 1629163471). Seeing, touching, smelling, hearing, and learning! The authors observed that their English Language Learner (ELL) students achieved a deeper understanding of the properties of matter, as well as enhanced vocabulary development, when they were guided through inquiry-based, multisensory explorations that repeatedly exposed them to words and definitions in context. In this article, they describe their experiences using a multisensory approach with a group of third-grade students who are classified as ELL.

Tier: Tier 1

Activity - Content Supported Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate content-specific literacy materials within each unit that support the science curriculum. Practices and materials include; guided reading using leveled literacy library books, writing across the curriculum, mentor texts, web-based materials, and trade books.	Implementation	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Harwood Instructional Staff
Activity - Supplemental Science Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a variety of science supplemental resources including but not limited to: Discovery Education and BrainPop	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Title I Schoolwide	Harwood Instructional Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 41

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Language for Learning	Research based program with a focus on oral expression designed to teach children vocabulary, concepts, and sentence forms used in classroom instruction.	Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$0	Language Acquisition Teachers

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Students use computer-based programs to practice math problem solving, computation, and fluency skills. These programs include but are not limited to: Xtra Math, TenMarks, Moby Max, and Interactive White Board games.	Technology	Tier 2	Implement	09/03/2019	06/11/2020	\$0	Harwood Instructional Staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AddVantage Math Recovery	Research based program designed to support elementary educators, special education educators, math interventionists, and math coaches in diagnosing and advancing student understanding and numeracy development.	Academic Support Program	Tier 2	Getting Ready	09/03/2019	06/11/2020	\$1500	Resource Room and select general education teachers.

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Supplemental Science Resources	Staff will use a variety of science supplemental resources including but not limited to: Discovery Education and BrainPop	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Harwood Instructional Staff
Supplemental Social Studies Resources	Staff will choose from a variety of resources to supplement their instruction including but not limited to: Time For Kids, Discovery Education, and BrainPop	Implementation	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Harwood Instructional Staff
Reading Mastery	Direct Instruction Program to help students master essential decoding and comprehension skills.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Title 1 Staff
Reading Mastery	Direct Instruction Program to help students master essential decoding and comprehension skills.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Language Acquisition Staff
Technology	Students will use a variety of technology-based programs that provide students with leveled reading practice. These programs include Raz-kids, Pebble Go, and Mel.org. The programs can be accessed both at school and at home.	Technology	Tier 1	Implement	09/03/2019	06/11/2020	\$1200	Classroom Teachers, Title I and Title III staff
Targeted Interventions	Assign Title I Teacher and Paraprofessional to provide additional reading instruction to identified students using the learning target wall for student goal setting and progress monitoring.	Academic Support Program	Tier 3	Evaluate	09/03/2019	06/11/2020	\$101056	Building Principal, Title I Staff
Professional Development	Professional development in writing instruction for all staff who need training.	Professional Learning	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Harwood Instructional Staff
Learning at Home Activities	Opportunities will be provided to parents to help support their children in reading. In the Spring of 2019, parents of incoming Kindergartners for the 2019-2020 school year will be provided with literacy training activities that focus on letter/sound identification.	Parent Involvement	Tier 1	Implement	09/03/2019	06/11/2020	\$1000	Harwood Instructional Staff
Leveled Literacy Intervention	Leveled Literacy Intervention (LLI) is a researched-based reading intervention program used to supplement the general education balanced literacy program. Identified students will be working in small groups 5 times a week to help increase literacy skills. Students' progress is monitored every six to eight weeks by DRA2, Core Phonics, and/or running records.	Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$0	Title I staff
Content Supported Literacy	Teachers will incorporate content-specific literacy materials within each unit that support the social studies curriculum. Practices and materials include; guided reading using leveled literacy library books, writing across the curriculum, mentor texts, web-based materials, and trade books.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Harwood Instructional Staff

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**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Notebooks	Student notebooks will be utilized as part of the intervention to reinforce strategies from daily lessons.	Direct Instruction	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Language Acquisition staff
SOAR Program	Students are taught the behavioral expectations throughout the school year. An incentive program provides rewards for positive behavior. School-wide learning targets are identified, they are modeled and student behavior is monitored through the use of SOAR cards and our referral system.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Harwood Instructional/Support Staff
Leveled Literacy Intervention	Leveled Literacy Intervention (LLI) is a researched-based reading intervention program used to supplement the general education balanced literacy program. Identified students will be working in small groups to help increase literacy skills. Students' progress is monitored every six to eight weeks by DRA2, Core Phonics and/or running records.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Language Acquisition Staff
Monitoring	Principal verifies the activity is being implemented in all classrooms. These fidelity checks include walkthroughs, master schedules, monitoring logs and Professional Learning Communities' (PLC) discussions/agendas. The Harwood staff will analyze and evaluate student progress by utilizing DRA2, Easy CBM, common formative assessments, MSTEP, and NWEA.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	School Principal and Harwood staff
Content Supported Literacy	Teachers will incorporate content-specific literacy materials within each unit that support the science curriculum. Practices and materials include; guided reading using leveled literacy library books, writing across the curriculum, mentor texts, web-based materials, and trade books.	Implementation	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Harwood Instructional Staff
Writing Notebooks	Student notebooks will be utilized as part of the intervention to reinforce strategies from daily lessons.	Implementation	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Title I Teacher

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Monitoring Balanced Math Instruction	Teaching Staff will use multiple common assessments to continuously evaluate student learning as it relates to balanced math instruction. As part of the school improvement plan; the use of instructional unit plans, master schedule, monitoring logs, formative assessments, target walls, strategy implementation guides, data protocol sheets, excel document, grade level collective commitments, common prep, and walkthroughs will be part of the monitoring process.	Evaluation	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Harwood Instructional Staff
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**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Language for Thinking	Research based oral language program that is an expansion of skills learned in the Language for Learning program. It sets the stage for reading comprehension and written conventions of grammar by teaching extensive vocabulary and critical thinking skills.	Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$0	Language Acquisition Teachers