



School Improvement Plan

Wyoming Regional Center

Wyoming Public Schools

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TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
2018-2019 School Improvement Plan for Wyoming Regional Center	
Overview	6
Goals Summary	7
Goal 1: All students at WRC will become proficient readers.....	8
Goal 2: All students at WRC will become proficient in mathematics.....	9
Goal 3: All students at WRC will become proficient in reading comprehension & vocabulary in science content.....	10
Goal 4: All students at WRC will become proficient in reading comprehension & vocabulary in social studies content.....	11
Goal 5: All students at WRC will act in a safe, respectful, and responsible manner.....	12
Goal 6: All students at WRC will make adequate yearly progress on IEP goals.....	13
Goal 7: Wyoming Regional Center will decrease the number of chronically absent students. (more than 18 absences per year).....	14
Activity Summary by Funding Source	16

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See goals and plans in ASSIST	

2018-2019 School Improvement Plan for Wyoming Regional Center

Overview

Plan Name

2018-2019 School Improvement Plan for Wyoming Regional Center

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at WRC will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
2	All students at WRC will become proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	All students at WRC will become proficient in reading comprehension & vocabulary in science content.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	All students at WRC will become proficient in reading comprehension & vocabulary in social studies content.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
5	All students at WRC will act in a safe, respectful, and responsible manner.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
6	All students at WRC will make adequate yearly progress on IEP goals.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
7	Wyoming Regional Center will decrease the number of chronically absent students. (more than 18 absences per year)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1

Goal 1: All students at WRC will become proficient readers.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency equivalent to one year's growth in Reading by 05/31/2019 as measured by the state and district assessment tools and or IEP goals with consideration to amount of access to instruction..

Strategy 1:

Strategy 1 - Active reading with collegial support and use of workshop model - Teacher will explicitly teach active reading and develop student independent reading stamina.

Category: English/Language Arts

Research Cited: -Summary of the US National Reading Panel Report

-Teaching Children to Read, 2002 Research and Policy, International Reading Association, Vocabulary, Instructional Rounds instruction leads to gains in comprehension. Pre-teaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension and the ability to write.

National Reading Panel US Department of Education (2001)-Research on Reading Comprehension tells us that readers who comprehend well are also good decoders; teach decoding and word recognition strategies, time spent reading and writing is highly correlated with comprehension, provide for a lot of in-class reading and process writing, outside of class reading, independent reading; encourage students to read more and read widely-develop a passion for reading; and students need to be specifically taught how to write within a process

-Allington, R.L. (2002). What I've learned about effective reading instruction from a decade of studying exemplary elementary classroom teachers. Phi Delta Kappan, 83(10): 740-747.

-Reutzel, D.R., Fawson, P.C., & Smith, J.A. (2008). Reconsidering silent sustained reading: An exploratory study of scaffolded silent reading. Journal of Educational Research, 102(1), 37-50.

Tier: Tier 1

Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize data to guide intervention time for ELA.	Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$0	General Fund	Classroom Teacher

Activity - Full-Time Instructional Para	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wyoming Regional Center

A para educator will provide academic support to each classroom.	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$0	General Fund	Building Administrator
Activity - DIBELS & SRI Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be analyzed and utilized to guide classroom instruction and assign necessary interventions.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	All Teaching Staff
Activity - Reading Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Fountas and Pinnell materials and Workshop Model strategies to guide instruction and increase independent reading stamina.	Direct Instruction, Materials	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	Classroom Teachers

Goal 2: All students at WRC will become proficient in mathematics.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth 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 increase of one grade level in Mathematics by 05/31/2019 as measured by the state and district assessment tools and or IEP goals with consideration to amount of access to instruction..

Strategy 1:

Math Interventions - Computation and Fluency - Teachers will implement math interventions at a minimum of twice per week, focusing on algebraic operations, number sense, fact fluency, reasoning/problem solving, fractions, geometry, and measurement.

Accommodations will be made for each student based on IEP as necessary.

Category: Mathematics

Research Cited: Research Cited: S. Baker, R. Gersten, DS Lee - The Elementary School Journal, 2002 - JSTOR

Tier: Tier 1

Activity - Full-Time Instructional Para	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A para educator will provide academic support to each classroom.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	General Fund	Building Administrator

School Improvement Plan

Wyoming Regional Center

Activity - Shared Best Practice Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include common elements during their math instruction including math talk, review, clear learning objective discussion, probing questions, exit slips, and gradual release.	Teacher Collaboration	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	General Fund	Building administrator and certified staff.

Goal 3: All students at WRC will become proficient in reading comprehension & vocabulary in science content.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency equivalent to one year's growth in Science by 05/31/2019 as measured by the state and district assessment tools and or IEP goals with consideration to amount of access to instruction..

Strategy 1:

Strategy 1 - Integration and multiple formats - Science content will be integrated into reading (see reading strategy) and into our media and technology classes. Science concepts will be presented to students using a variety of formats and sources and students will need to draw information from more than one source at a time. Thinking Maps will be utilized to help students better comprehend the content. Students will then be asked to demonstrate their understanding in multiple formats. This strategy supports our EL students.

Category: Science

Research Cited: Research Cited: Dr. David Hyerle -- "Student Successes with Thinking Maps (Second Edition)", Center for Applied Linguistics -- "The SIOP Model: A Professional

Development Framework for a Comprehensive Schoolwide Intervention", Robert Marzano -- "Classroom Instruction that Works",

Tier: Tier 1

Activity - Graphic Organizers/Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Graphic organizers will be used at least 1x/per week across the curriculum as part of the Active Reading Strategy process.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	General Fund	All Teaching Staff

School Improvement Plan

Wyoming Regional Center

Activity - Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- SIOP Model - Intentional Vocabulary Instruction - Scientific Method - STEM journals	Academic Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	General Fund	Teaching Staff
Activity - Full-Time Instructional Para	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A para educator will provide academic support to each classroom	Academic Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	General Fund	Building Administrator

Goal 4: All students at WRC will become proficient in reading comprehension & vocabulary in social studies content.

Measurable Objective 1:

A 50% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency equivalent to one year's growth in Social Studies by 05/31/2019 as measured by the state and district assessment tools and or IEP goals with consideration to amount of access to instruction..

Strategy 1:

Comprehension Strengthening - Instructional Practices - Implement a quarterly curriculum map per standard per grade level. As a cross-curricular connection, utilize at least one Thinking Map with writing in each of the five strands of Social Studies (Geography, Civics, Economics, History, and Society). Based on data review, necessary accommodations will be made for our English Learners and African-American students.

Category: Social Studies

Research Cited: Research Cited: Thinking Maps, Marzano

Tier: Tier 1

Activity - Content Area Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- SIOP Model - Graphic Organizers - Real-World Connection/ Current Events discussion	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	General Fund	All Teaching Staff

School Improvement Plan

Wyoming Regional Center

Activity - Active Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the active reading process into the teaching of social studies. The strategies will be taught by using multiple sources of information and different types of information.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	General Fund	All Teaching Staff
Activity - Full-Time Instructional Para	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A para educator will provide academic support to each classroom.	Academic Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	General Fund	Building Administrator

Goal 5: All students at WRC will act in a safe, respectful, and responsible manner.

Measurable Objective 1:

increase student growth by reducing amount of time out of class due to inappropriate behaviors by 30% by 05/31/2019 as measured by Behavior Interventionist tracking data.

Strategy 1:

Strategy 1 - School-wide Positive Behavior Support System - Common behavior expectations and tools will be utilized across the building. A positive behavior system will continue to be used across the building along with use of the TrueSuccess character education curriculum. Zones of Regulation strategies will be implemented to help students acquire and develop self-regulation skills.

Category: Other - Behavior/Affective

Research Cited: Research Cited: Eric Jensen -- "Teaching with Poverty in Mind", OSEP Center on Positive Behavior Interventions and Supports: Effective Schoolwide Interventions

Tier: Tier 1

Activity - Teach School wide Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review procedures on the first day of school that instruct students on the procedures and rules for each identified area of the building. Based on daily monitoring, procedures will be reviewed as necessary. Expectations for each area of the school will be posted as a reminder.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	All teaching staff

School Improvement Plan

Wyoming Regional Center

Activity - Collect Data for time out of class due to behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Out of Class data collection will include information about type of behavior, location of infraction, and staff data, to better identify patterns in order to provide intervention strategies directly related to the data.	Behavioral Support Program, Other		Monitor	08/22/2018	05/31/2019	\$0	General Fund	Behavior Interventionist, Building Administrator, School Social Worker
Activity - Positive Behavior Intervention and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building-wide behavior level system in place. Student earns level placement and privileges are given to students based on their current level placement. Staff will also use a positive reinforcement tokens system to reward target behaviors. Token economy system will allow students to cash in rewards for desired items or privileges. Additionally, to reinforce practicing capacity for long-term goal planning, students will be able to earn participation in a monthly celebration for maintaining upper level behaviors.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	All Staff
Activity - Common Classroom Behavior Management Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will maintain building wide PBIS, Zones of Regulation practices and common language	Behavioral Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	General Fund	All Teaching Staff
Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Behavior Interventionist will support students during escalated times, during processing after behavioral occurrences, and to support with crisis management.	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	General Fund	Building administrator will assess and evaluate performance.

Goal 6: All students at WRC will make adequate yearly progress on IEP goals.

Measurable Objective 1:

School Improvement Plan

Wyoming Regional Center

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by accomplishing yearly IEP progress goals in Reading by 05/31/2019 as measured by IEP progress notes.

Strategy 1:

Behavioral supports - Positive Behavior Intervention and Supports are implemented in cross-curricular areas consistently by all staff in order to teach coping skills, increase desirable classroom behaviors, and help students manage interpersonal relationships.

Category: Other - Behavioral

Research Cited: Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through School-wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. *Prevention Science*, 10, 100-115.

Tier: Tier 2

Activity - Level System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building wide level system implemented with fidelity and consistently in each classroom.	Behavioral Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff

Activity - TrueSuccess	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will access TrueSuccess curriculum using the no-prep lessons with fidelity 4 times per week.	Behavioral Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	General Fund	All Staff

Goal 7: Wyoming Regional Center will decrease the number of chronically absent students. (more than 18 absences per year)

Measurable Objective 1:

collaborate to increase student attendance by 05/31/2019 as measured by average daily attendance reports on the data dashboard.

Strategy 1:

Truancy Process - Wyoming Regional Center will implement the countywide Truancy Process to reach out to families to ensure their students are attending school every day, all day.

Category: Other - Attendance

Tier: Tier 2

School Improvement Plan

Wyoming Regional Center

Activity - Implement Truancy Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ol style="list-style-type: none"> 1. Identify students that are chronically absent. 2. Parent Phone calls made. 3. Send letters home. (5,7,10 days absent) 4. Parent/Student/Admin contact meeting 5. Truancy filed with ISD 6. Parent/Student/Admin required to fill out attendance improvement plan. 7. Attendance is monitored 8. Meeting with counselor, home visit if necessary 9. Second referral filed 10. Go before the judge after process repeated twice. 	Behavioral Support Program, Parent Involvement, Academic Support Program, Policy and Process	Tier 2	Implement	08/22/2018	05/31/2019	\$1	General Fund	Director, Social Worker, Planning room paraprofessional

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Level System	Building wide level system implemented with fidelity and consistently in each classroom.	Behavioral Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	All teaching staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Classroom Behavior Management Procedures	Each teacher will maintain building wide PBIS, Zones of Regulation practices and common language	Behavioral Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Teaching Staff
Full-Time Instructional Para	A para educator will provide academic support to each classroom.	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$0	Building Administrator
Implement Truancy Process	<ol style="list-style-type: none"> 1. Identify students that are chronically absent. 2. Parent Phone calls made. 3. Send letters home. (5,7,10 days absent) 4. Parent/Student/Admin contact meeting 5. Truancy filed with ISD 6. Parent/Student/Admin required to fill out attendance improvement plan. 7. Attendance is monitored 8. Meeting with counselor, home visit if necessary 9. Second referral filed 10. Go before the judge after process repeated twice. 	Behavioral Support Program, Parent Involvement, Academic Support Program, Policy and Process	Tier 2	Implement	08/22/2018	05/31/2019	\$1	Director, Social Worker, Planning room paraprofessional
Active Reading	Teachers will incorporate the active reading process into the teaching of social studies. The strategies will be taught by using multiple sources of information and different types of information.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Teaching Staff
Content Area Instruction	<ul style="list-style-type: none"> - SIOP Model -Graphic Organizers - Real-World Connection/ Current Events discussion 	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Teaching Staff

School Improvement Plan

Wyoming Regional Center

Reading Workshop	Teachers will utilize Fountas and Pinnell materials and Workshop Model strategies to guide instruction and increase independent reading stamina.	Direct Instruction, Materials	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Classroom Teachers
Reading Interventions	Teachers will utilize data to guide intervention time for ELA.	Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$0	Classroom Teacher
Full-Time Instructional Para	A para educator will provide academic support to each classroom.	Academic Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	Building Administrator
Graphic Organizers/Thinking Maps	Graphic organizers will be used at least 1x/week across the curriculum as part of the Active Reading Strategy process.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Teaching Staff
Positive Behavior Intervention and Support	Building-wide behavior level system in place. Student earns level placement and privileges are given to students based on their current level placement. Staff will also use a positive reinforcement tokens system to reward target behaviors. Token economy system will allow students to cash in rewards for desired items or privileges. Additionally, to reinforce practicing capacity for long-term goal planning, students will be able to earn participation in a monthly celebration for maintaining upper level behaviors.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All Staff
Behavior Interventionist	A Behavior Interventionist will support students during escalated times, during processing after behavioral occurrences, and to support with crisis management.	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	Building administrator will assess and evaluate performance.
Teach School wide Procedures	Teachers will review procedures on the first day of school that instruct students on the procedures and rules for each identified area of the building. Based on daily monitoring, procedures will be reviewed as necessary. Expectations for each area of the school will be posted as a reminder.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teaching staff
Full-Time Instructional Para	A para educator will provide academic support to each classroom.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	Building Administrator
Full-Time Instructional Para	A para educator will provide academic support to each classroom	Academic Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	Building Administrator
TrueSuccess	Each classroom will access TrueSuccess curriculum using the no-prep lessons with fidelity 4 times per week.	Behavioral Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Staff

School Improvement Plan

Wyoming Regional Center

DIBELS & SRI Data Analysis	Data will be analyzed and utilized to guide classroom instruction and assign necessary interventions.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All Teaching Staff
Shared Best Practice Expectations	Teachers will include common elements during their math instruction including math talk, review, clear learning objective discussion, probing questions, exit slips, and gradual release.	Teacher Collaboration	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	Building administrator and certified staff.
Collect Data for time out of class due to behavior	Out of Class data collection will include information about type of behavior, location of infraction, and staff data, to better identify patterns in order to provide intervention strategies directly related to the data.	Behavioral Support Program, Other		Monitor	08/22/2018	05/31/2019	\$0	Behavior Interventionist, Building Administrator, School Social Worker
Inquiry Based Learning	<ul style="list-style-type: none"> - SIOP Model - Intentional Vocabulary Instruction - Scientific Method - STEM journals 	Academic Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	Teaching Staff