



# **School Improvement Plan**

Chippewa Hills Intermediate School

Chippewa Hills School District

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## **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 2018-2019 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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

# **Intermediate School Improvement Plan 2019- 2020**

## Overview

### Plan Name

Intermediate School Improvement Plan 2019-2020

### Plan Description



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate safe, respectful, and responsible behaviors.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0
2	All students will be proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$0
3	All students will be proficient in Reading.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$0
4	All students will be proficient in Writing.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$0
5	All students will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$0
6	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$0

## Goal 1: All students will demonstrate safe, respectful, and responsible behaviors.

### Measurable Objective 1:

demonstrate a behavior of respect for self/others by 06/30/2022 as measured by an increase in attendance, passing grades. and participation in Chippewa Hills events and a decrease in discipline referrals..

### Strategy 1:

MTSS - Respectful schools are, by definition, democratically informed learning environments where people feel safe, supported, engaged, and helpfully challenged. A sustainable, positive school climate fosters student development and the learning necessary for a productive and satisfying life in a democratic society. Staff and students will create a multi-tiered system of support throughout the school by developing behavior expectations and engaging in activities that will create a positive environment.

Category: School Culture

Research Cited: Research Cited: Adelman, H. & Taylor, L. (2005). The school leader's guide to student learning supports: New directions for addressing barriers to learning. Thousand Oaks, CA: Corwin

<https://miblsi.org/miblsi-model/multi-tier-system-of-supports-mtss>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will occur through the MIBLSI project.	Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	No Funding Required	Teachers, Counselor, Support Staff, Building Administrators

Activity - MIBLSI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>MiBLSI training will be offered to support all tiers of positive behavioral interventions as well as all tiers of literacy supports. Students are more likely to succeed when schools address behavior and learning together. Michigan's Integrated Behavior and Learning Support Initiative (MiBLSI) partners with school districts to help implement and sustain these supports for improved student outcomes.</p> <p>"Michigan's Integrated Behavior and Learning Support Initiative (MiBLSI) is a state and federally funded project. MiBLSI helps intermediate and local school districts implement and sustain a multi-tier system of supports (MTSS) in their schools to improve student outcomes in behavior and learning. MTSS focuses on providing high quality instruction and interventions matched to student need.</p> <p>MiBLSI focuses on evidence-based practices implemented with fidelity that are sustainable over time. MiBLSI utilizes data-based decision making at all levels of implementation support." -<a href="https://miblsi.org/about">https://miblsi.org/about</a></p>	<p>Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/01/2018</p>	<p>06/30/2022</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All staff</p>
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Activity - Family and Community Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Parents will be given opportunities to participate in family events throughout the year. These opportunities may include Parent group meetings, reward/accomplishment celebrations, grade checks, team meetings, open house, and other hosted activities throughout the school year to build and foster parent relationships.</p>	<p>Academic Support Program, Teacher Collaboration, Recruitment and Retention, Community Engagement, Career Preparation/Orientation, Parent Involvement</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/01/2018</p>	<p>06/30/2022</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>SE Director, Building Administrators, Teachers, All Staff</p>

### Strategy 2:

PBIS - We will learn how to successfully implement PBIS as a building over the course of the next school year using the MiBLSI Model. <https://miblsi.org/node/108>

Category: School Culture

Research Cited: [https://miblsi.org/sites/default/files/Documents/Research/MiBLSIPublications/DeSilva\\_et\\_al\\_2009.pdf](https://miblsi.org/sites/default/files/Documents/Research/MiBLSIPublications/DeSilva_et_al_2009.pdf)

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Tier: Tier 1

Activity - Acronym	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WARRIOR We Are Ready to be Respectful Interdependent Organized Responsible Students and Staff. The acronym has been determined to be used for the entire district. However, our building is in Cohort 2 and will develop lessons and a behavior matrices to use starting in the Fall of 2019.	Professional Learning, Academic Support Program, Behavioral Support Program, Policy and Process	Tier 1	Getting Ready	08/01/2018	06/30/2019	\$0	No Funding Required	All CHSD Staff

Activity - Professional Development /Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will occur through the MiBLSI project.	Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	No Funding Required	All CHSD Staff

### Strategy 3:

Career Development - opportunities will be embedded for all students 5th-8th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest in careers and/or college.

Category: Career and College Ready

Research Cited: Starr, M. F. (1996). Comprehensive guidance and systematic educational and career planning: Why a K-12 approach? Journal of Career Development, 23, 9-22.

Tier: Tier 1

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Activity - Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Community Partnerships: We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students.</p> <p>In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.</p>	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	No Funding Required	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff
Activity - Career Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Career Awareness: Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.</p>	Materials, Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Monitor	08/01/2019	06/30/2022	\$0	No Funding Required	All staff

## Goal 2: All students will be proficient in Mathematics.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency of concepts and skills in Mathematics by 06/30/2022 as measured by standardized assessments.

### Strategy 1:

Analysis of Assessment - NWEA and/or local common assessments, will be administered to all CHIS students. Teachers will utilize data from summative and formative assessments to inform instruction and identify students and groups who will benefit from MTSS using best practices. This strategy is evident throughout all three tiers of instruction.

Category: Mathematics

Research Cited: NCTM research brief 2007 "Effective Strategies for Teaching Students with Difficulties in Mathematics"

Hattie Ranking: 195 Influences And Effect Sizes Related To Student Achievement <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

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<https://miblsi.org/evaluation/data-analysis>

Tier: Tier 1

Activity - Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, staff members, and students will use assessment results to set goals and use NWEA, Unit Assessments, and Common District Course Assessments to monitor student progress and adjust instruction to meet their goals.	Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Other	CHSD Professional Staff, Administration

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize formative assessments as well as NWEA testing to monitor progress towards Math proficiency, inform instruction, and monitor interventions.  Student progress will be monitored for growth in proficiency in math via summative and formative assessments and during data meetings, grade level meetings, and grade checks throughout the year. Progress monitoring meetings will take place every 4-6 weeks to make adjustments in instruction and/or intervention groups.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Other	CHSD Professional Staff, Administration

### Strategy 2:

MTSS - Staff will identify students who are at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the interventions depending on a student's responsiveness. Staff will identify students with learning disabilities or other disabilities and address the need for modifications and remediation as well as extensions for advanced students.

Category: Mathematics

Research Cited: Sherman, Richardson, Yad 2012- "Teaching Learners Who Struggle with Mathematics: Responding With Systematic Intervention and Remediation" (3rd Edition)

Hattie Ranking: 195 Influences And Effect Sizes Related To Student Achievement <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

INSTRUCTIONAL STRATEGIES Archer, A. & Hughes, C. (2011). /Explicit Instruction/. New York, NY: Guilford Press. Coyne, M.D., Kame'enui, E.J., & Carnine D.W. (2011). /Effective Teaching Strategies that Accommodate Diverse Learners/ (4th ed.). New York, NY: Pearson

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Tier: Tier 1

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well.</p> <ul style="list-style-type: none"> <li>-Co-teaching</li> <li>-Ability groupings</li> <li>-Small group instruction</li> <li>-CPI</li> <li>-PBIS</li> </ul>	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	Section 31a, Other	CHSD Professional Staff, Support Staff, Administration

Activity - Technology based interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will use technology within the classroom instruction as well as student intervention and extensions. Programs may include, but are not limited to Khan Academy, DESMOS, Geogebra, Kahoot, and MobyMax. Also, teachers will continue to support student growth in Math using best practice strategies through technology use, including computers, iPads, chromebooks, and any new technology, and receive coaching on effective technology integration and interventions.</p>	Materials, Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2022	\$0	Title VI Part B	CHSD Professional Staff, Support Staff, Administration

Activity - Materials, Resources, and Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Differentiated materials and resources will be utilized to work with students (groups of students) at tier 2 and 3.	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Supplemental Materials	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	Other	CHSD Professional, Administration, and Support Staff
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Activity - Professional Development /Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend conferences and workshops relating to MTSS and behavioral/academic support initiatives.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Title II Part A	CHSD Staff and Administrators

### Strategy 3:

Career Development - opportunities will be embedded for all students 5th-8th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest in careers and/or college.

Category: Career and College Ready

Research Cited: Starr, M. F. (1996). Comprehensive guidance and systematic educational and career planning: Why a K-12 approach? Journal of Career Development, 23, 9-22.

Tier: Tier 1



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Activity - Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students. In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	No Funding Required	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff
Activity - Career Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.	Materials, Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Monitor	08/01/2019	06/30/2022	\$0	No Funding Required	All staff

## Goal 3: All students will be proficient in Reading.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency of reading skills in Reading by 06/30/2022 as measured by standardized assessments.

### Strategy 1:

Analysis of Assessment - NWEA and/or local common assessments, will be administered to all CHIS students. Teachers will utilize data from summative and formative assessments to inform instruction and identify students and groups who will benefit from MTSS using best practices. This strategy is evident throughout all three tiers of instruction.

Category: English/Language Arts

Research Cited: <https://miblsi.org/evaluation/data-analysis>

Tier: Tier 1

Activity - Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers, staff members, and students will set goals and use the NWEA Computer Adaptive testing and Unit Assessments, Common District Assessments to monitor student progress and adjust instruction to meet their goals.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Title II Part A	Teachers, Staff (31 A Teacher and Tutor, Paraprofessionals), and Building Principals
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Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize formative assessments as well as NWEA testing to monitor progress towards Reading proficiency, inform instruction, and monitor interventions.  Student progress will be monitored for growth in proficiency in Reading via summative and formative assessments and during data meetings, grade level meetings, and grade checks throughout the year. Progress monitoring meetings will take place every 4-6 weeks to make adjustments in instruction and/or intervention groups.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/27/2018	06/30/2022	\$0	Title II Part A	Teachers, Staff (31 A Teacher and Tutor, Paraprofessionals), and Building Principals

Activity - Universal Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status. In screening, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Other	CHSD staff and administration

Activity - Tiered Fidelity Inventories	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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TFI's will be used to effectively/efficiently measure the use of SWPBIS.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Other	CHSD staff and administrators
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**Strategy 2:**

MTSS - Staff will identify students who are at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the interventions depending on a student's responsiveness. Staff will identify students with learning disabilities or other disabilities and address the need for modifications and remediation as well as extensions for advanced students.

Category: English/Language Arts

Research Cited: As noted earlier, effective and explicit instruction can be viewed as providing a series of instructional supports or scaffolds—first through the logical selection and sequencing of content, and then by breaking down that content into manageable instructional units based on students' cognitive capabilities (e.g., working memory capacity, attention, and prior knowledge). Instructional delivery is characterized by clear descriptions and demonstrations of a skill, followed by supported practice and timely feedback. Initial practice is carried out with high levels of teacher involvement; however, once student success is evident, the teacher's support is systematically withdrawn, and the students move toward independent performance.

INSTRUCTIONAL STRATEGIES Archer, A. & Hughes, C. (2011). /Explicit Instruction/. New York, NY: Guilford Press. Coyne, M.D., Kame'enui, E.J., & Carnine D.W. (2011). /Effective Teaching Strategies that Accommodate Diverse Learners/ (4th ed.). New York, NY: Pearson

Tier: Tier 2

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well. -Co-teaching -Ability groupings -Small group instruction -CPI -PBIS	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	Title II Part A, Section 31a	Teachers, Counselor, Staff (31 A Teacher and Tutor, Paraprofessionals), and Building Principals
<b>Activity - Technology based interventions</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use technology within the classroom instruction as well as student intervention and extensions. Programs may include, but are not limited to Read Naturally, Wonders, MobyMax, Khan Academy, and SRA. Also, teachers will continue to support student growth in Reading using best practice strategies through technology use, including computers, iPads, chromebooks, and any new technology, and receive coaching on effective technology integration.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 1	Implement	08/01/2018	06/30/2022	\$0	Title VI Part B	Teachers, Staff (31 A Teacher and Tutor, Paraprofessionals), and Building Principals
<b>Activity - Materials, Resources, and Groupings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use technology and/or other resources within the classroom to instruct students who require additional intervention.	Materials, Academic Support Program, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	Other	CHSD Professional Staff, Support Staff, Administration

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Activity - Professional Development /Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will occur through the MIBLSI project.	Direct Instruction, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process, Curriculum Development, Supplemental Materials	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	No Funding Required	Teachers, Counselor, Support Staff, Building Administrators

### Strategy 3:

Career Development - opportunities will be embedded for all students 5th-8th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest in careers and/or college.

Category: Career and College Ready

Research Cited: Starr, M. F. (1996). Comprehensive guidance and systematic educational and career planning: Why a K-12 approach? Journal of Career Development, 23, 9-22.

Tier: Tier 1

Activity - Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students. In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	No Funding Required	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff.

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Activity - Career Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.	Materials, Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	No Funding Required	All staff

## Goal 4: All students will be proficient in Writing.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency of writing skills in English Language Arts by 06/30/2022 as measured by standardized assessments.

### Strategy 1:

Analysis of Assessment - NWEA and/or local common assessments, will be administered to all CHIS students. Teachers will utilize data from summative and formative assessments to inform instruction and identify students and groups who will benefit from MTSS using best practices. This strategy is evident throughout all three tiers of instruction.

Category: English/Language Arts

Research Cited: <https://miblsi.org/evaluation/data-analysis>

Hattie Ranking: 195 Influences And Effect Sizes Related To Student Achievement <https://visible-learning.org/hattie-ranking-influences-effect-sizeslearningachievement/>

Tier: Tier 1

Activity - Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, staff members, and students will use assessment results to set goals and use NWEA, Unit Assessments, and Common District Assessments to monitor student progress and adjust instruction to meet their goals.	Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Other	CHSD Professional Staff, Administration

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will utilize formative assessments as well as NWEA testing to monitor progress towards Reading proficiency, inform instruction, and monitor interventions. Student progress will be monitored for growth in proficiency in Reading via summative and formative assessments and during data meetings, grade level meetings, and grade checks throughout the year. Progress monitoring meetings will take place every 4-6 weeks to make adjustments in instruction and/or intervention groups.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	Other	CHSD Professional Staff, Administration
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### Strategy 2:

MTSS - Staff will identify students who are at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the interventions depending on a student's responsiveness. Staff will identify students with learning disabilities or other disabilities and address the need for modifications and remediation as well as extensions for advanced students.

Category: English/Language Arts

Research Cited: Effective and explicit instruction can be viewed as providing a series of instructional supports or scaffolds—first through the logical selection and sequencing of content, and then by breaking down that content into manageable instructional units based on students' cognitive capabilities (e.g., working memory capacity, attention, and prior knowledge). Instructional delivery is characterized by clear descriptions and demonstrations of a skill, followed by supported practice and timely feedback. Initial practice is carried out with high levels of teacher involvement; however, once student success is evident, the teacher's support is systematically withdrawn, and the students move toward independent performance.

INSTRUCTIONAL STRATEGIES Archer, A. & Hughes, C. (2011). /Explicit Instruction/. New York, NY: Guilford Press. Coyne, M.D., Kame'enui, E.J., & Carnine D.W. (2011). /Effective Teaching Strategies that Accommodate Diverse Learners/ (4th ed.). New York, NY: Pearson

Hattie Ranking: 195 Influences And Effect Sizes Related To Student Achievement <https://visible-learning.org/hattie-ranking-influences-effect-sizeslearningachievement/>

USING BEST PRACTICES AND DATA TO IMPROVE STUDENT ACHIEVEMENT MODEL CLASSROOM PROJECT....Public secondary schools in the United States are failing...research and development project entitled Strate Reader [udl.cast.org/udlStrategicReader172.cfm](http://udl.cast.org/udlStrategicReader172.cfm) Nancy Scammacca, Greg Roberts, Sharon Vaughn, Meaghan Edmonds, Jade Wexler Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin; Colleen Kline Reutebuch, Texas Tech University; Joseph K. Torgesen, Florida Center for Reading Research, Florida State University 2007

Tier: Tier 1

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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well.</p> <ul style="list-style-type: none"> <li>-Ability groupings</li> <li>-Small group instruction</li> <li>-CPI</li> <li>-PBIS</li> <li>-Thinking Maps</li> <li>-Expanded Expression</li> <li>-Writers Diner</li> </ul>	Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	Section 31a, Other	CHSD Professional Staff, Support Staff, Administration
Activity - Technology based interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will use technology within the classroom instruction as well as student intervention and extensions. Programs may include, but are not limited to Read Naturally, Wonders, MobyMax, Khan Academy, and SRA. Also, teachers will continue to support student growth in Writing using best practice strategies through technology use, including computers, iPads, Chromebooks, and any new technology, and receive coaching on effective technology integration such as Google Classroom.</p>	Materials, Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2022	\$0	Title VI Part B	CHSD Professional Staff, Administration, Support Staff
Activity - Materials, Resources, and Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Differentiated materials and resources will be utilized to work with students (groups of students) at tier 2 and 3.</p>	Materials, Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	Other	CHSD Professional, Administration, and Support Staff



**School Improvement Plan**

Chippewa Hills Intermediate School

Activity - Professional Development /Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will occur through the MIBLSI project.	Materials, Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Policy and Process, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Other	All staff

**Strategy 3:**

Career Development - opportunities will be embedded for all students 5th-8th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest in careers and/or college.

Category: Career and College Ready

Research Cited: Starr, M. F. (1996). Comprehensive guidance and systematic educational and career planning: Why a K-12 approach? Journal of Career Development, 23, 9-22.

Tier: Tier 1

Activity - Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Chippewa Hills Intermediate School

We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students. In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	No Funding Required	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff
Activity - Career Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.	Materials, Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	No Funding Required	All staff

## Goal 5: All students will be proficient in Science.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency of scientific principles in Science by 06/30/2022 as measured by standardized assessments.

### Strategy 1:

Analysis of Assessment - NWEA, and/or local common assessments, will be administered to all CHIS students. Teachers will utilize data from summative and formative assessments to inform instruction and identify students and groups who will benefit from MTSS using best practices. This strategy is evident throughout all three tiers of instruction.

Category: Science

Research Cited: National Science Teachers Association (NSTA). 2001–2002. NSTA handbook. Arlington, VA: NSTA

Schmoker, M. (1999). Results: The key to continuous improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

St. John, M., & Pratt, H. (1997). The factors that contribute to the “Best Cases” of standards-based reform. *School Science and Mathematics*, 7(6), 316–24.

Usdan, M., McCloud, B., & Podmostko, M. (2001). Leadership for student learning: Redefining the teacher as leader. Washington, DC: Institute for Educational Leadership

U.S. Department of Education. (2001). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC: Institute for Educational Leadership

U.S. Department of Education. (2001). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC: Institute for Educational Leadership

## School Improvement Plan

Chippewa Hills Intermediate School

<https://miblsi.org/evaluation/data-analysis>

Hattie Ranking: 195 Influences And Effect Sizes Related To Student Achievement <https://visible-learning.org/hattie-ranking-influences-effectsizeslearningachievement/>  
Tier: Tier 1

Activity - Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, staff members, and students will use assessment results to set goals and use NWEA, Unit Assessments, and Common District Assessments to monitor student progress and adjust instruction to meet their goals.	Direct Instruction, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Other	CHSD Professional Staff, Administration

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize formative assessments as well as NWEA testing to monitor progress towards Science proficiency, inform instruction, and monitor interventions. Student progress will be monitored for growth in proficiency in science via summative and formative assessments and during data meetings, grade level meetings, and grade checks throughout the year. Progress monitoring meetings will take place every 4-6 weeks to make adjustments in instruction and/or intervention groups.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/01/2018	06/30/2022	\$0	Other	CHSD Staff, Administration

### Strategy 2:

MTSS - Staff will identify students who are at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the interventions depending on a student's responsiveness. Staff will identify students with learning disabilities or other disabilities and address the need for modifications and remediation as well as extensions for advanced students.

Category: Science

Research Cited: Multi-Tier System of Supports (MTSS) is being used more frequently throughout educational establishments to reflect attempts to meet the educational and behavioral needs of all students.

## School Improvement Plan

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[https://miblsi.org/sites/default/files/Documents/MIBLSI\\_Model/MTSS/MiBLSi%20MTSS%20Abstract%20May%202015.pdf](https://miblsi.org/sites/default/files/Documents/MIBLSI_Model/MTSS/MiBLSi%20MTSS%20Abstract%20May%202015.pdf)

INSTRUCTIONAL STRATEGIES Archer, A. & Hughes, C. (2011). /Explicit Instruction/. New York, NY: Guilford Press. Coyne, M.D., Kame'enui, E.J., & Carnine D.W. (2011). /Effective Teaching Strategies that Accommodate Diverse Learners/ (4th ed.). New York, NY: Pearson

Tier: Tier 1

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well. -Co-teaching -Ability groupings -Small group instruction -CPI -PBIS	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	Section 31a, Other	CHSD Professional Staff, Support Staff, Administration
Activity - Technology based interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology within the classroom instruction as well as student intervention and extensions. Programs may include, but are not limited to Kahoot, Khan Academy, Current Science subscription (online or print). Also, teachers will continue to support student growth in Science using best practice strategies through technology use, including computers, iPads, chromebooks, and any new technology, and receive coaching on effective technology integration such as Google Classroom.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2022	\$0	Title VI Part B, Other	CHSD Professional Staff, Support Staff, Administration
Activity - Materials, Resources, and Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Differentiated materials and resources will be utilized to work with students (groups of students) at tier 2 and 3.	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Supplemental Materials	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	Section 31a	CHSD Professional and Support Staff
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Activity - Professional Development /Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend conferences and workshops relating to MTSS and behavioral/academic support initiatives.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Title II Part A	CHSD Staff and Administrators

### Strategy 3:

Career Development - opportunities will be embedded for all students 5th-8th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest in careers and/or college.

Category: Career and College Ready

Research Cited: Starr, M. F. (1996). Comprehensive guidance and systematic educational and career planning: Why a K-12 approach? Journal of Career Development, 23, 9-22.

Tier: Tier 1

## School Improvement Plan

Chippewa Hills Intermediate School

Activity - Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students. In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	No Funding Required	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff
Activity - Career Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.	Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	No Funding Required	All staff

## Goal 6: All students will be proficient in Social Studies.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency of social studies concepts in Social Studies by 06/30/2022 as measured by a locally developed Social Studies common assessment.

### Strategy 1:

Analysis of Assessment - M-STEP (also NWEA Reading scores will be used to identify struggling students) and local common assessments, will be administered to all CHIS students. Teachers will utilize data from summative and formative assessments to inform instruction and identify students and groups who will benefit from MTSS using best practices. This strategy is evident throughout all three tiers of instruction

Category: Social Studies

Research Cited: <https://miblsi.org/evaluation/data-analysis>

Hattie Ranking: 195 Influences And Effect Sizes Related To Student Achievement [https://visible-learning.org/hattie-ranking-influences-effectsizeslearningachievement/](https://visible-learning.org/hattie-ranking-influences-effectsizes-learningachievement/)

Tier: Tier 1

## School Improvement Plan

Chippewa Hills Intermediate School

Activity - Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, staff members, and students will set goals based on Unit Assessments and Common District Assessments to monitor student progress and adjust instruction to meet their goals. Also, NWEA Reading Test Data will be used.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Other	CHSD Professional Staff, Administration
Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize formative assessments as well as NWEA testing to monitor progress towards Social Studies proficiency, inform instruction, and monitor interventions. Student progress will be monitored for growth in proficiency in math via summative and formative assessments and during data meetings, grade level meetings, and grade checks throughout the year. Progress monitoring meetings will take place every 4-6 weeks to make adjustments in instruction and/or intervention groups.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/01/2018	06/30/2022	\$0	Other	CHSD Staff, Administration

### Strategy 2:

MTSS - Staff will identify students who are at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the interventions depending on a student's responsiveness. Staff will identify students with learning disabilities or other disabilities and address the need for modifications and remediation as well as extensions for advanced students.

Category: Social Studies

Research Cited: Multi-Tier System of Supports (MTSS) is being used more frequently throughout educational establishments to reflect attempts to meet the educational and behavioral needs of all students.

[https://miblsi.org/sites/default/files/Documents/MIBLSI\\_Model/MTSS/MiBLSi%20MTSS%20Abstract%20May%202015.pdf](https://miblsi.org/sites/default/files/Documents/MIBLSI_Model/MTSS/MiBLSi%20MTSS%20Abstract%20May%202015.pdf)

INSTRUCTIONAL STRATEGIES Archer, A. & Hughes, C. (2011). /Explicit Instruction/. New York, NY: Guilford Press. Coyne, M.D., Kame'enui, E.J., & Carnine D.W. (2011). /Effective Teaching Strategies that Accommodate Diverse Learners/ (4th ed.). New York, NY: Pearson

Tier: Tier 1

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Chippewa Hills Intermediate School

Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well. -Co-teaching -Ability groupings -Small group instruction -CPI -PBIS	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	08/01/2018	06/30/2022	\$0	Section 31a, Other	CHSD Professional Staff, Support Staff, Administration
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Activity - Technology based interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology within the classroom instruction as well as student intervention and extensions. Programs may include, but are not limited to Kahoot, Khan Academy, and MobyMax. Also, teachers will continue to support student growth in Social Studies using best practice strategies through technology use, including computers, iPads, chromebooks, and any new technology, and receive coaching on effective technology integration such as Google Classroom.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2022	\$0	Other, Title VI Part B	CHSD Professional Staff, Support Staff, Administration

Activity - Materials, Resources, and Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated materials and resources will be utilized to work with students (groups of students) at tier 2 and 3.	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Supplemental Materials	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	Section 31a	CHSD Professional and Support Staff

Activity - Professional Development /Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## School Improvement Plan

Chippewa Hills Intermediate School

Staff will attend conferences and workshops relating to MTSS and behavioral/academic support initiatives.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Title II Part A	CHSD Staff and Administrators
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### Strategy 3:

Career Development - opportunities will be embedded for all students 5th-8th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest in careers and/or college.

Category: Career and College Ready

Research Cited: Starr, M. F. (1996). Comprehensive guidance and systematic educational and career planning: Why a K-12 approach? Journal of Career Development, 23, 9-22.

Tier: Tier 1

Activity - Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students. In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	No Funding Required	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff

Activity - Career Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Chippewa Hills Intermediate School

Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.	Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	No Funding Required	All staff
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well. -Ability groupings -Small group instruction -CPI -PBIS -Thinking Maps -Expanded Expression -Writers Diner	Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration
Materials, Resources, and Groupings	Differentiated materials and resources will be utilized to work with students (groups of students) at tier 2 and 3.	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Supplemental Materials	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional and Support Staff

# School Improvement Plan

Chippewa Hills Intermediate School

Materials, Resources, and Groupings	Differentiated materials and resources will be utilized to work with students (groups of students) at tier 2 and 3.	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Supplemental Materials	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional and Support Staff
Interventions	Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well. -Co-teaching -Ability groupings -Small group instruction -CPI -PBIS	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration
Interventions	Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well. -Co-teaching -Ability groupings -Small group instruction -CPI -PBIS	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration
Interventions	Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well. -Co-teaching -Ability groupings -Small group instruction -CPI -PBIS	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration

## School Improvement Plan

Chippewa Hills Intermediate School

Interventions	Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well. -Co-teaching -Ability groupings -Small group instruction -CPI -PBIS	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	Teachers, Counselor, Staff (31 A Teacher and Tutor, Paraprofessionals), and Building Principals
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### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Awareness	Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.	Materials, Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	All staff
Professional Development /Coaching	Professional Development will occur through the MIBLSI project.	Direct Instruction, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process, Curriculum Development, Supplemental Materials	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Teachers, Counselor, Support Staff, Building Administrators

## School Improvement Plan

Chippewa Hills Intermediate School

Acronym	WARRIOR We Are Ready to be Respectful Interdependent Organized Responsible Students and Staff. The acronym has been determined to be used for the entire district. However, our building is in Cohort 2 and will develop lessons and a behavior matrices to use starting in the Fall of 2019.	Professional Learning, Academic Support Program, Behavioral Support Program, Policy and Process	Tier 1	Getting Ready	08/01/2018	06/30/2019	\$0	All CHSD Staff
Community Partnerships	We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students. In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff
Community Partnerships	We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students. In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff
Career Awareness	Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.	Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	All staff

## School Improvement Plan

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Family and Community Engagement	Parents will be given opportunities to participate in family events throughout the year. These opportunities may include Parent group meetings, reward/accomplishment celebrations, grade checks, team meetings, open house, and other hosted activities throughout the school year to build and foster parent relationships.	Academic Support Program, Teacher Collaboration, Recruitment and Retention, Community Engagement, Career Preparation /Orientation, Parent Involvement	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	SE Director, Building Administrators, Teachers, All Staff
Community Partnerships	We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students. In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff
Career Awareness	Career Awareness: Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.	Materials, Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Monitor	08/01/2019	06/30/2022	\$0	All staff
Professional Development /Coaching	Professional Development will occur through the MiBLSI project.	Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	All CHSD Staff

## School Improvement Plan

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Community Partnerships	We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students. In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff
Community Partnerships	We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students. In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff.
Professional Development	Professional Development will occur through the MIBLSI project.	Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Teachers, Counselor, Support Staff, Building Administrators
Career Awareness	Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.	Materials, Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	All staff
Career Awareness	Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.	Materials, Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Monitor	08/01/2019	06/30/2022	\$0	All staff



## School Improvement Plan

Chippewa Hills Intermediate School

Community Partnerships	<p>Community Partnerships: We will work with local businesses (Chamber of Commerce) to coordinate field trips as well as host area professionals as guest speakers. Coordination efforts will also happen with MOISD to help form these community partnerships and engage industries in highlighting their careers for our students.</p> <p>In addition to these efforts, our 8th graders will participate in Manufacturing Day during the first week in October by visiting local manufacturers and MOCC.</p>	Field Trip, Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	Administration, Counselor, and Staff working with local companies (Chamber of Commerce) and MOISD staff
MIBLSI	<p>MiBLSI training will be offered to support all tiers of positive behavioral interventions as well as all tiers of literacy supports. Students are more likely to succeed when schools address behavior and learning together. Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) partners with school districts to help implement and sustain these supports for improved student outcomes.</p> <p>"Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a state and federally funded project. MIBLSI helps intermediate and local school districts implement and sustain a multi-tier system of supports (MTSS) in their schools to improve student outcomes in behavior and learning. MTSS focuses on providing high quality instruction and interventions matched to student need.</p> <p>MIBLSI focuses on evidence-based practices implemented with fidelity that are sustainable over time. MIBLSI utilizes data-based decision making at all levels of implementation support." - <a href="https://miblsi.org/about">https://miblsi.org/about</a></p>	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	All staff
Career Awareness	<p>Students will develop Educational Development Plans (EDPs). This will begin in 7th grade and continues through graduation using Career Cruising (soon to be Xello). Also, we will display Michigan's "Hot Jobs" posters in key locations throughout the school.</p>	Direct Instruction, Technology, Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2022	\$0	All staff

### Title II Part A

## School Improvement Plan

Chippewa Hills Intermediate School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessments	<p>Staff will utilize formative assessments as well as NWEA testing to monitor progress towards Reading proficiency, inform instruction, and monitor interventions.</p> <p>Student progress will be monitored for growth in proficiency in Reading via summative and formative assessments and during data meetings, grade level meetings, and grade checks throughout the year. Progress monitoring meetings will take place every 4-6 weeks to make adjustments in instruction and/or intervention groups.</p>	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/27/2018	06/30/2022	\$0	Teachers, Staff (31 A Teacher and Tutor, Paraprofessionals), and Building Principals
Professional Development /Coaching	Staff will attend conferences and workshops relating to MTSS and behavioral/academic support initiatives.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Staff and Administrators
Interventions	<p>Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well.</p> <ul style="list-style-type: none"> <li>-Co-teaching</li> <li>-Ability groupings</li> <li>-Small group instruction</li> <li>-CPI</li> <li>-PBIS</li> </ul>	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	Teachers, Counselor, Staff (31 A Teacher and Tutor, Paraprofessionals), and Building Principals

**School Improvement Plan**

Chippewa Hills Intermediate School

Professional Development /Coaching	Staff will attend conferences and workshops relating to MTSS and behavioral/academic support initiatives.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Staff and Administrators
Professional Development /Coaching	Staff will attend conferences and workshops relating to MTSS and behavioral/academic support initiatives.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Policy and Process, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Staff and Administrators
Summative Assessments	Teachers, staff members, and students will set goals and use the NWEA Computer Adaptive testing and Unit Assessments, Common District Assessments to monitor student progress and adjust instruction to meet their goals.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	Teachers, Staff (31 A Teacher and Tutor, Paraprofessionals), and Building Principals

**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Chippewa Hills Intermediate School

Summative Assessments	Teachers, staff members, and students will use assessment results to set goals and use NWEA, Unit Assessments, and Common District Assessments to monitor student progress and adjust instruction to meet their goals.	Direct Instruction, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Administration
Materials, Resources, and Groupings	Teachers will use technology and/or other resources within the classroom to instruct students who require additional intervention.	Materials, Academic Support Program, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration
Interventions	Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well.  -Co-teaching -Ability groupings -Small group instruction -CPI -PBIS	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration
Tiered Fidelity Inventories	TFI's will be used to effectively/efficiently measure the use of SWPBIS.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD staff and administrators

# School Improvement Plan

Chippewa Hills Intermediate School

Interventions	<p>Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well.</p> <ul style="list-style-type: none"> <li>-Ability groupings</li> <li>-Small group instruction</li> <li>-CPI</li> <li>-PBIS</li> <li>-Thinking Maps</li> <li>-Expanded Expression</li> <li>-Writers Diner</li> </ul>	Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration
Formative Assessments	<p>Staff will utilize formative assessments as well as NWEA testing to monitor progress towards Math proficiency, inform instruction, and monitor interventions.</p> <p>Student progress will be monitored for growth in proficiency in math via summative and formative assessments and during data meetings, grade level meetings, and grade checks throughout the year. Progress monitoring meetings will take place every 4-6 weeks to make adjustments in instruction and/or intervention groups.</p>	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Administration
Professional Development /Coaching	Professional Development will occur through the MIBLSI project.	Materials, Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Policy and Process, Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	All staff

## School Improvement Plan

Chippewa Hills Intermediate School

Technology based interventions	Teachers will use technology within the classroom instruction as well as student intervention and extensions. Programs may include, but are not limited to Kahoot, Khan Academy, and MobyMax. Also, teachers will continue to support student growth in Social Studies using best practice strategies through technology use, including computers, iPads, chromebooks, and any new technology, and receive coaching on effective technology integration such as Google Classroom.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration
Formative Assessments	Staff will utilize formative assessments as well as NWEA testing to monitor progress towards Social Studies proficiency, inform instruction, and monitor interventions. Student progress will be monitored for growth in proficiency in math via summative and formative assessments and during data meetings, grade level meetings, and grade checks throughout the year. Progress monitoring meetings will take place every 4-6 weeks to make adjustments in instruction and/or intervention groups.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/01/2018	06/30/2022	\$0	CHSD Staff, Administration
Materials, Resources, and Groupings	Differentiated materials and resources will be utilized to work with students (groups of students) at tier 2 and 3.	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Supplemental Materials	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional, Administration, and Support Staff
Summative Assessments	Teachers, staff members, and students will set goals based on Unit Assessments and Common District Assessments to monitor student progress and adjust instruction to meet their goals. Also, NWEA Reading Test Data will be used.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Administration

## School Improvement Plan

Chippewa Hills Intermediate School

Interventions	Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well. -Co-teaching -Ability groupings -Small group instruction -CPI -PBIS	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration
Summative Assessments	Teachers, staff members, and students will use assessment results to set goals and use NWEA, Unit Assessments, and Common District Course Assessments to monitor student progress and adjust instruction to meet their goals.	Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Administration
Materials, Resources, and Groupings	Differentiated materials and resources will be utilized to work with students (groups of students) at tier 2 and 3.	Materials, Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional, Administration, and Support Staff
Universal Screening	Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status. In screening, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD staff and administration

## School Improvement Plan

Chippewa Hills Intermediate School

Formative Assessments	Staff will utilize formative assessments as well as NWEA testing to monitor progress towards Reading proficiency, inform instruction, and monitor interventions. Student progress will be monitored for growth in proficiency in Reading via summative and formative assessments and during data meetings, grade level meetings, and grade checks throughout the year. Progress monitoring meetings will take place every 4-6 weeks to make adjustments in instruction and/or intervention groups.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	CHSD Professional Staff, Administration
Interventions	Teachers and paraprofessionals will provide specialized and differentiated content area support (MTSS) to students identified based on need. Teachers will focus on explicit instruction strategies as well. -Co-teaching -Ability groupings -Small group instruction -CPI -PBIS	Materials, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration
Summative Assessments	Teachers, staff members, and students will use assessment results to set goals and use NWEA, Unit Assessments, and Common District Assessments to monitor student progress and adjust instruction to meet their goals.	Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Administration
Technology based interventions	Teachers will use technology within the classroom instruction as well as student intervention and extensions. Programs may include, but are not limited to Kahoot, Khan Academy, Current Science subscription (online or print). Also, teachers will continue to support student growth in Science using best practice strategies through technology use, including computers, iPads, chromebooks, and any new technology, and receive coaching on effective technology integration such as Google Classroom.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration



## School Improvement Plan

Chippewa Hills Intermediate School

Formative Assessments	Staff will utilize formative assessments as well as NWEA testing to monitor progress towards Science proficiency, inform instruction, and monitor interventions. Student progress will be monitored for growth in proficiency in science via summative and formative assessments and during data meetings, grade level meetings, and grade checks throughout the year. Progress monitoring meetings will take place every 4-6 weeks to make adjustments in instruction and/or intervention groups.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/01/2018	06/30/2022	\$0	CHSD Staff, Administration
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### Title VI Part B

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology based interventions	Teachers will use technology within the classroom as well as student intervention and extensions. Programs may include, but are not limited to Kahoot, Khan Academy, Current Science subscription (online or print). Also, teachers will continue to support student growth in Science using best practice strategies through technology use, including computers, iPads, chromebooks, and any new technology, and receive coaching on effective technology integration such as Google Classroom.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration

# School Improvement Plan

Chippewa Hills Intermediate School

Technology based interventions	Teachers will use technology within the classroom instruction as well as student intervention and extensions. Programs may include, but are not limited to Kahoot, Khan Academy, and MobyMax. Also, teachers will continue to support student growth in Social Studies using best practice strategies through technology use, including computers, iPads, chromebooks, and any new technology, and receive coaching on effective technology integration such as Google Classroom.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration
Technology based interventions	Teachers will use technology within the classroom instruction as well as student intervention and extensions. Programs may include, but are not limited to Read Naturally, Wonders, MobyMax, Khan Academy, and SRA. Also, teachers will continue to support student growth in Writing using best practice strategies through technology use, including computers, iPads, Chromebooks, and any new technology, and receive coaching on effective technology integration such as Google Classroom.	Materials, Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Administration, Support Staff
Technology based interventions	Teachers will use technology within the classroom instruction as well as student intervention and extensions. Programs may include, but are not limited to Khan Academy, DESMOS, Geogebra, Kahoot, and MobyMax. Also, teachers will continue to support student growth in Math using best practice strategies through technology use, including computers, iPads, chromebooks, and any new technology, and receive coaching on effective technology integration and interventions.	Materials, Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2022	\$0	CHSD Professional Staff, Support Staff, Administration

# School Improvement Plan

Chippewa Hills Intermediate School

Technology based interventions	Teachers will use technology within the classroom instruction as well as student intervention and extensions. Programs may include, but are not limited to Read Naturally, Wonders, MobyMax, Khan Academy, and SRA. Also, teachers will continue to support student growth in Reading using best practice strategies through technology use, including computers, iPads, chromebooks, and any new technology, and receive coaching on effective technology integration.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Behavioral Support Program, Supplemental Materials	Tier 1	Implement	08/01/2018	06/30/2022	\$0	Teachers, Staff (31 A Teacher and Tutor, Paraprofessionals), and Building Principals
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