

<b>A: ACT upon the hypotheses posed and plan strategies/activities/interventions to address the concerns.</b>			
<b>A: Actions (strategies, activities, interventions, formative assessments, etc. to improve the quality of instruction and student learning)</b>	<b>Who's responsible</b>	<b>Timeline</b>	<b>Budget Responsibility</b>
Focus instruction on critical instructional targets by aligning district curriculum units with state indicators in math and reading	Classroom and special education teachers	All year	No cost
To monitor student progress, continue to improve formative assessments aligned with state indicators for each unit in math and reading	Classroom and special education teachers	All year	No cost
Purposeful re-teaching indicators based on formative assessments	Classroom and special education teachers	All year	No cost
Use data systematically to determine if students are in Tier I or Tier II	PLCs	September-monitor throughout the year	No cost
Monitor and document that all students qualify for Tier II in reading and math are receiving an intervention in both areas	PLCs	October	No cost
Monitor and document that all Tier I Plus, Tier II, and Tier III students receive guided reading from a classroom teacher daily	Classroom teachers	October	No cost
Progress monitor students using AIMS web for reading twice a month. Use progress monitoring data to make decisions on interventions and core instruction.	Classroom, special education, and Title 1 teachers	All year	No cost
Utilize "extra" personnel in the building to the fullest extent (NE Christian College Tutor, grandmas, paras)	Principal, math coach and literacy facilitator	October	No cost
Clearly identify the lesson focus (based on state indicators) in lesson plans for students, classroom teacher, paras, and specialists to all know the purpose of the lesson.	Classroom and special education teachers	All year	No cost
Ensure that all Tier III students are receiving Tier I and Tier II instruction in addition to Tier III support	Special Education	October	No cost
Literacy based home visits-an opportunity to show parents activities they can do with their children through the summer and build a relationship between school and home.	First grade teachers, Literacy Facilitator, Title 1 Teacher, and Principal	January-May	Title 1 budget
Research, develop, and implement a menu of choices of interventions. Train staff to implement interventions with fidelity.	Literacy Facilitator, Math Coach, and Principal	All year	Title 1 budget

**Team:** Carriage Hill Elementary

Train staff on effective instruction, data collection, and implementation of core and intervention instruction through formal lesson study sessions and Informal math and reading coaching sessions	Literacy Facilitator and Math Coach	All year	Title I budget
Review IIP (Rti) district and building process in order to develop organizational strategies which will be used to streamline intervention process so interventions begin at the earliest point of time possible	Problem Solving Team and CIP Team	January-May	No cost
Provide students with a school environment which is safe and supportive for learning and provide a school environment which maximizes the time students are present for learning though: Training the behavior team Staff training with a BIST consultant The implementation of BIST as a schoolwide model.	Principal BIST consultant Behavior team All staff	June 2012 Behavior Team All year	Title 1 budget Building budget
Work collaboratively with other Title I school to improve instruction, assessment, and share resources and ideas.	All Staff	All year	No cost
Implement Math based home visits asan opportunity to show parents activities they can do with their children through the summer and build a relationship between school and home.	Designated classroom and special education teachers, Math Coach, and Principal	January-May	Title 1 budget