19-20 Turrill School Improvement Plan

Turrill Elementary School

Lapeer Community Schools

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Overview

Plan Name

19-20 Turrill School Improvement Plan

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 Turrill Elementary School will become proficient in READING.	Objectives: 2 Strategies: 4 Activities: 16	Academic	$0
2	All students at Turrill Elementary School will become proficient in WRITING.	Objectives: 1 Strategies: 3 Activities: 5	Academic	$0
3	All students at Turrill Elementary School will become proficient in MATHEMATICS.	Objectives: 1 Strategies: 3 Activities: 10	Academic	$0
4	All students at Turrill Elementary School will become proficient in SCIENCE.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$0
5	All students will be Career and College Ready by Graduation	Objectives: 1 Strategies: 2 Activities: 3	Academic	$0
6	All students at Turrill Elementary will become proficient in SOCIAL STUDIES	Objectives: 1 Strategies: 2 Activities: 5	Academic	$0

Goal 1: All students at Turrill Elementary School will become proficient in READING.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 in English Language Arts in Reading by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State..

Strategy 1:

High Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.2) - Teachers will foster Student Engagement Through Quality Instruction and Deeper Learning Experiences and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Model. Training, to include coaching, will be provided on student centered learning formats for instruction, such as essential practices in literacy, workshop model components, Cooperative Learning/Kagan Strategies, differentiation and feedback based on assessment data.

Category: English/Language Arts

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Tier: Tier 1

Activity - Facilitate student-centered learning aligned to the Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively be facilitators of student-centered learning through Danielson training, ELA conferences, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning and discussion)	Professional Learning, Walkthrough, Teacher Collaboration, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	Section 31a, Title II Part A	Department of instruction; K-12, principals;Learning Coaches; Department Chairs,Teachers

Activity - Implement Essential Practices for Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on the literacy essential instructional practices (conferences, building and district professional development, labs, lesson studies, instructional rounds and coaching). A focus will be placed on implementing small group and individualized instruction, using a variety of grouping strategies as well as family engagement. Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. This will also include materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Supplemental Materials, Teacher Collaboration, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	Title II Part A, Other, Section 31a, General Fund	All certified teachers and administrators

Activity - Implementation of MTSS and Student Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria for intervention supports in Tier 2 and 3. Identification could include behavioral goals. Teachers will create individualized reading plans for at risk students within the first 30 days and a Read at Home Plan will be provided during and outside the school year. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records, strategy groups, Guided Academics and Reading Recovery. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supporting discipline practices through a book study on restorative practices involving staff and parent groups. Parents will receive updates on progress. Parents will receive updates on child's progress.	Professional Learning, Academic Support Program, Supplemental Materials, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/02/2015	06/30/2020	$0	Title IV Part A, Other, Section 31a, Title II Part A	All certified teachers and administrators

Activity - Learning Coach Support to Improve Student Achievement and instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2020	$0	Section 31a, Title II Part A	All administrative and teaching staff

Activity - Teacher training on components of reading workshop, AP and Springboard	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice, strategy groups, conferring and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating close and critical reading/text dependent analysis. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2020	$0	Title II Part A, Section 31a	All administrative and teaching staff

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for early elementary teachers on applying best practice reading recovery and essential literacy strategies in the classroom. This will also include required training and materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2020	$0	Section 31a	Reading Recovery trained teachers, K-3rd grade teachers, learning coaches, and administrators

Activity - Super Summer Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-9 students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials and technology necessary to implement this activity.	Academic Support Program, Supplemental Materials, Parent Involvement, Technology	Tier 1	Implement	06/24/2016	06/30/2020	$0	Other, Section 31a	Intervention Staff, Teachers

Activity - Homeless services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Provide service to homeless students in order to remove barriers to learning.	Academic Support Program, Supplemental Materials	Tier 2	Implement	06/12/2017	06/30/2020	$0	Title I Part A, Section 31a	All staff

Strategy 2:

High Quality Curriculum, Aligned to State Adopted Standards (Quality Curriclum 1.3a and b) - Staff will develop learning outcomes representing high expectations andrigor that are connected to a sequence of learning aligned to state standards (units and lessons). Outcomes will be written in the form of student learning KUD (whatstudents need know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: English/Language Arts

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Tier: Tier 2

Activity - KUD unit development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For k-12 units, develop KUDs aligned to CCSS, as evidencedin lesson plans and units. Staff will work during collaboration tounpack standards and align unit instruction to KUD (whatstudents will Know, Understand and Do) during and outside theschool day. Teachers demonstrate KUDs in lesson plans,sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods offormative assessment based on KUD development.	Professional Learning, Curriculum Development	Tier 1	Implement	07/29/2014	06/30/2020	$0	Title II Part A, General Fund	All teaching and administrative staff

Activity - Data Days to Plan Differentiation for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will engage in data days 2-3 times each year as well asregular collaboration to differentiate and create interventionplans and methods for progress monitoring. Preschool teacherswill be included as appropriate. This will also includeenrichment training and materials necessary to implement APand Springboard.	Professiona l Learning	Tier 1	Implement	06/24/2016	06/30/2020	$0		Title II Part A, Other, Section 31a	Administrati ve and teaching staff

Strategy 3:

High-Quality Collaborative Processes (Collaborative Processes 3.1) - Professional development and guidance for implementation of effective professional

learningcommunities: Teachers will utilize formative assessments within collaboration to monitor student learning and provide feedback to students. Students will be

aware ofthe criteria and performance standards by which their work will be evaluated. Teachers will monitor the progress of students (groups and individual) regarding

theirunderstanding and make use of the information for next steps in instruction, though the use of student data analysis software to analyze and improve instruction.

Category: English/Language Arts

Research Cited: DuFour, Richard, DuFour, Rebecca, Eaker, Robert, Many, Thomas. (2010). Bloomington, IN: Learning By Doing. Solution Tree Press.

Ainsworth, L. (2007). Common formative assessments: The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the

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Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp. 183?206). Bloomington, IN: Solution Tree.

Tier: Tier 1

Activity - Participation in Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers and administrators will participate in district and building level instructional rounds. Administrators and teacher leaders will assist teacher teams toward high functioning professional learning communities	Professiona l Learning	Tier 1	Implement	06/24/2016	06/30/2020	$0	Title II Part A	Administrati ve and teaching staff

Activity - Data analysis and collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

| 100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.This will also include any materials necessary to implement this activity, including but not limited to technological resources,such as a data warehousing system and support of the data coach. | Teacher Collaboration, Technology | Tier 1 | Implement | 06/24/2016 | 06/30/2020 | $0 | Section 31a, Title II Part A | Administrative and teaching staff |

Activity - MTSS and supplementary support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices.	Academic Support Program, Supplemental Materials, Technology	Tier 2	Implement	08/01/2016	06/30/2020	$0	Section 31a, Other, General Fund	All teaching and support staff

Measurable Objective 2:

A 5% increase of English Learners students will demonstrate a proficiency in Reading in English Language Arts by 06/30/2022 as measured by monitoring and analyzing WIDA, MME,M-STEP, and common assessment results..

Strategy 1:

Additional Support for English Learners - Staff will provide focused, intensive small group interventions for English Language Learners. Specifically, staff will provide

explicit, direct instruction in the areas of structured language practice, peer-assisted learning opportunities, phonological awareness, phonics, reading fluency,

vocabulary, and comprehension.

Category: English/Language Arts

Research Cited: Denton, C. A., Anthony, J. L., Parker, R., & Hasbrouck, J. E. (2004). Effects of two tutoring programs on the English reading development of

SpanishEnglish bilingual students. The Elementary School Journal, 104, 289Ã¢??305.

Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school:

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Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas- Hagan, E., et al. (2006). Effectiveness of a Spanish intervention and an

English intervention for English language learners at risk for reading problems. American Educational Research Journal, 43.

Tier: Tier 1

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

Classroom teachers and other identified staff will receive and implement ELL training to implement effective practices to support English Language Learner, to include supplemental materials and/or technology.	Professional Learning	Tier 1	Implement	06/24/2013	06/30/2020	$0	Section 31a, Title II Part A	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction

Activity - Collaboration with Classroom Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration between ELL, paraprofessional, and general andspecial education teachers to analyze data, determineintervention or tier 1 supports to include resources if necessary.	Academic Support Program, Policy and Process, Teacher Collaboration	Tier 1	Implement	09/04/2012	06/30/2020	$0	Section 31a	ELL teacher, classroom teachers

Activity - Scaffolded Tasks to support language development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize peer assisted learning, modeling, questioning,direct instruction and language/vocabulary support to scaffold learning tasks for ELL students. Staff will facilitate peer-assisted instructional activities planned in advance and based on material that has been taught. They will teach procedures and routines for working in pairs in advance. Materials and technology to assist students and foster independence will be provided.	Academic Support Program, Supplemental Materials, Other, Technology	Tier 2	Implement	09/04/2012	06/30/2020	$0	Section 31a	ELL teacher, Support Staff

Goal 2: All students at Turrill Elementary School will become proficient in WRITING.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 through a prompt in Writing by 06/30/2022 as measured by state assessments using the "Annual Measureable Objective" determined by the State.

Strategy 1:

High Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.2) - Teachers will foster student engagement through quality instruction and deeper learning experiences, and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Training on the

effectiveness of increased student engagement in relation to effectively being facilitators of student learning, as evidenced by walk-through documentation and lesson plans aligned to the Danielson model. Training, to include coaching, will be provided on student-centered learning formats, such as essential practices in literacy,workshop model components, cooperative learning (Kagan), and differentiation and feedback based on assessment data.

Category: English/Language Arts

Research Cited: Dotson, M., J. Cooperative Learning Structures Can Increase Student Achievement. San Clemente, CA: Kagan Publishing. Kagan Online Magazine,Winter 2001. www.KaganOnline.com

Weimer, Maryellen. (2013). Learner-Centered Teaching. San Francisco, CA: Jossey-Bass

Allington, Richard L., and Peter H. Johnston. Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms. New York: Guilford, 2002. Print.

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Tier: Tier 1

Activity - Facilitate student-centered learning aligned to the Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively be facilitators of student-centered learning through Danielson training, ELA conferences,collaborate to unpack units and standards, Instructional,rounds, labs, coaching and implementation of evidence-based instructional practices. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction for all students. This will also include any materials necessary to implement this activity and support students, including but not limited to technological resources.	Professional Learning, Curriculum Development, Teacher Collaboration, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	Title II Part A, Section 31a	All certified staff and administrators

Activity - Implement Essential Practices for Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in, and incorporate, essential practices in literacy/writing instruction across the curriculum aligned to the common core (conferences, building/district PD, labs,lesson studies, instructional rounds and coaching). This will also include any materials necessary to implement this activity,including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	Title II Part A, Section 31a, Other, General Fund	All certified teachers and administrators

Strategy 2:

High Quality Curriculum, Aligned to State Adopted Standards (Quality Curriclum 1.3a and b) - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Outcomes will be written in the form of student learning KUD (what students need to be able to know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

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Tier: Tier 1

Activity - KUD unit development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For k-12 units, develop unit KUDs aligned to CCSS, as evidenced in lesson plans and units. Staff will work during collaboration to unpack standards and align unit instruction to KUD during and outside the school day. Teachers demonstrate KUDs in lesson plans, sharing of learning targets,success criteria and evidence-based instruction. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	06/24/2016	06/30/2020	$0	Title II Part A	Administrative and teaching staff

Activity - Data Days to Plan Differentiation for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in data days 2-3 times each year, as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate.	Professional Learning	Tier 1	Implement	06/24/2016	06/30/2020	$0	Other, Title II Part A	Administrative and teaching staff

Strategy 3:

Increase Parent Involvement and Knowledge of Writing - Parents will be invited to join school staff and students for informal writing opportunities to increase knowledge aligned to narrative and informational writing requirements. Staff will also educate parents on grade level writing components and provide examples for parents to use at home.

Category: English/Language Arts

Research Cited: Calkins, Lucy, "The Art of Teaching Writing", 1994

Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York: Russell Sage Foundation.

Fisher, Douglas, and Nancy Frey. How to create a culture of achievement in your school and classroom. Alexandria, Va.: ASCD, 2012. Print.

Parrett, William, and Kathleen M. Budge. Turning high-poverty schools into high-performing schools. Alexandria, Va.: ASCD, 2011. Print.

Tough, Paul. How children succeed grit, curiosity, and the hidden power of character. Boston: Houghton Mifflin Harcourt, 2012. Print.

Fletcher, Ralph, "What a Writer Needs", 1993

Conroy, M., Marchand, T., Webster, M. Motivating Primary Students to Write Using Writer's Workshop. Chicago: Saint Xavier University, 2009.

Crow, Sherry R.Exploring the Experiences of Upper Elementary School Children Who Are Intrinsically Motivated to Seek Information. School Library Media Research, v14 2011.

Tier: Tier 1

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will support the application and support of Writer's Workshop on the key components of workshop, writing strategies, and resources to support all writers at home. Families will be invited to events that support the Writer's Workshop taking part in the general and special education classrooms. Parents will receive helpful resources for writing strategies, home support, and supports being offered to the students in school. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment including sign in sheets and newsletters from Interventionists. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology	Tier 1	Implement	07/29/2014	06/29/2018	$0	Section 31a, Other	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.

Goal 3: All students at Turrill Elementary School will become proficient in MATHEMATICS.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 on assessments in Mathematics by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State.

Strategy 1:

High-Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.2) - Teachers will foster Student Engagement Through Quality Instruction and Deeper

Learning Experiences and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Students

will be cognitively engaged in instruction using high quality questioning, discussion and Cooperative Learning techniques. Activities and assignments will support

exploration of content and purpose of the lesson. Staff will teach problem solving strategies and higher-order thinking concepts through delivery of differentiated

mathematics lessons. Staff will assist students in monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving

strategies, including using visual representations in their work. Training, to include coaching, will be provided on student centered learning formats for

instruction(Launch, Explore, Summarize and/or 5 E's models in math instruction/workshop models, and Kagan Strategies) and differentiation and feedback based on

assessment data.

Category: Mathematics

Research Cited: Common Core Standards Initiative. (2019.) Standards for Mathematical Practice. http://www.corestandards.org/Math/Practice/What Works

Clearinghouse. Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. (2009). IES:

https://ies.ed.gov/ncee/wwc/PracticeGuide/2

Sweeney, Diane. (2018). Leading Student-Centered Coaching. Thousand Oaks, CA: Corwin. (p.60)

Costa, Arthur L. and Garmston, Robert J. (2014). Cognitive Coaching. Thinking Collaborative, CA State University, Sacramento, CA. (Cognitive Coaching, www.thinkingcollaborative.com)

DuFour, R., et al (2010). Learning by doing: a handbook for professional learning communities at work, 2nd ed. Bloomington, IN: Solution-Tree.

Fullan, M., Hill, P. (2006). Breakthrough. Thousand Oaks, CA: Corwin Press.L.M. Pinkus, ed., Meaningful measurement: The role of assessments in improving high school education in the 21st century (Washington, DC: Alliance for Excellent Education, 2009).

Reeves, D. (2010). Transforming professional learning into student results. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge

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Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Frederick, M. L., Courtney, S., & Caniglia, J. (2014). With a little help from my friends: Scaffolding techniques in problem solving. Investigations in Mathematics Learning 2, 7(2), 21–32.

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association   for Supervision and Curriculum Development.M

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

National Research Council. (2001). "Adding it up: Helping children learn mathematics." J. Kilpatrick, J. Swafford, & B. Findell (Eds.). Washington,DC: National

Kramarski, B. (2003). "The effects of metacognitive training vs. worked-out examples on students' mathematical reasoning." British Journal of Educational Psychology,73(4), 449-471.

Cardelle-Elawar, M. (1995). "Effects of metacognitive instruction on low achievers in mathematics problems." Teaching and Teacher Education, 11(1), 81-95.

Jitendra, A.K., Griffin, C.C., McGoey, K., Gardill, M.C., Bhat, P., & Riley, T. (1998). "Effects of mathematical word problem solving by students at risk or with mild disabilities." Journal of Educational Research, 91(6), 345-355.

Perels, F., gurtler, T., & Schmitz, B. (2005). "Training of self-regulatory and problem-solving competence." Learning and Instruction, 15(2), 123-139

Tier: Tier 1

Activity - Implementation of MTSS and Student Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will receive individualized instruction within tier 1, as well as tier 2 and 3 interventions, as determined by MTSS scoring criteria. Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach, learning coaches and drop out prevention coordinator to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices. Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments.Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions	Professional Learning, Academic Support Program, Supplemental Materials, Materials, Technology	Tier 2	Implement	08/29/2016	06/30/2020	$0		Section 31a, Title II Part A	Dept of Instruction staff, K-12 principals, learning coaches, technology/ data coaches, department chairs, classroom teachers

Activity - Facilitate student-centered learning aligned to the Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation,questioning and discussion.	Professional Learning, Technology	Tier 1	Implement	07/11/2016	06/30/2020	$0	Title II Part A, Section 31a	Dept of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers

Activity - Teacher training on math intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-8 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Academic Support Program, Technology	Tier 3	Implement	09/02/2014	06/30/2020	$0	Section 31a, Title II Part A	Building principal, interventionists, teachers, learning coaches, K-8 teachers involved in math recovery

Activity - Learning Coach Support to Improve Student Achievement and instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principals and Learning Coaches will create student-centered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies,Instructional Rounds/Observation and other coaching practices/collaborative structures.Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2020	$0	Title II Part A, Section 31a	Building administrator, learning coach staff, teachers

Activity - Teacher training on applying mathematical practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 Emodel in Alg I, II and Geometry) with teacher facilitating a student centered classroom to include conferring, group work,structures for collaboration, talk, choice, and share (reflection).Application/instruction on Mathematical practices will be evidenced by walk through documentation and lesson plans.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2020	$0	Section 31a, Title II Part A	Building administrator, math teachers, learning coaches, special education

Strategy 2:

High Quality Curriculum, Aligned to State Adopted Standards (Quality Curriclum 1.3a and b) - Staff will develop learning outcomes representing high expectations and rigor that are connected to a sequence of learning aligned to state standards (units and lessons). Outcomes will be written in the form of student learning KUD (what students need know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: Mathematics

Research Cited: Tomlinson, Carol Ann. (2014). The Differentiated Classroom. Alexandria, VA: ASCD. (Chapter 5, "Good Curriculum as a Basis of Differentiation," p. 60-79)

Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve:The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD

Jayanthi, M., Gersten, R., Baker, S. (2008). Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A guide for teachers.

Portsmouth, NH: RMC Research Corporation, Center on Instruction.Carol Ann Tomlinson, (1999). Differentiated Instruction-Responding to the Needs of ALL Learners

Tier: Tier 1

Activity - KUD unit development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For k-12 math units, develop KUDs aligned to CCSS, as evidenced in lesson plans and units.Staff will work during collaboration to unpack standards and align unit instruction to KUD (what students will Know,Understand and Do) during and outside the school day.Teachers demonstrate KUDs in lesson plans, sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods of formative assessment based on KUD development	Curriculum Development	Tier 1	Implement	08/29/2016	06/30/2020	$0	General Fund, Title II Part A	Building administrator, teachers

Activity - Data Days to Plan Differentiation for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in data days 2-3 times each year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate.	Professional Learning, Academic Support Program, Materials	Tier 2	Implement	07/11/2016	06/30/2020	$0	Title II Part A, Section 31a	Building administrator, teachers

Strategy 3:

High-Quality Collaborative Processes (Collaborative Processes 3.1) - Professional development and guidance for implementation of effective professional learning communities: Teachers will utilize formative assessments within collaboration to monitor student learning and provide feedback to students. Students will be aware of the criteria and performance standards by which their work will be evaluated. Teachers will monitor the progress of students (groups and individual) regarding their understanding and make use of the information for next steps in instruction, though the use of student data analysis software to analyze and improve instruction.

Category: Mathematics

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. (2010). Bloomington, IN: Learning By Doing. Solution Tree Press.What Works Clearinghouse. (2009). Using Student Achievement Data to Support Instructional Decision Making.   IES:https://ies.ed.gov/ncee/wwc/PracticeGuide/12

Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve:The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution Tree.

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.Using Student Achievement Data to Support Instructional Decision Making, IES/What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/practiceguides

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Fisher, D. & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.

William, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

Activity - Participation in Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate in district and building level instructional rounds. Administrators and teacherleaders will assist teacher teams toward high functioning professional learning communities.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/24/2016	06/30/2020	$0	Title II Part A	Building administrators, teachers

Activity - Data Analysis and collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.This will also include any materials necessary to implement this activity, including but not limited to technological resources,such as a data warehousing system and support of the data coach	Policy and Process, Teacher Collaboration, Technology	Tier 2	Implement	08/22/2016	06/30/2020	$0	General Fund, Section 31a, Title II Part A	Building administrator, teachers

Activity - MTSS and supplmentary support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices	Academic Support Program, Supplemental Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Implement	08/22/2016	06/30/2020	$0	General Fund, Title IV Part A, Section 31a	Building administrator, teachers

Goal 4: All students at Turrill Elementary School will become proficient in SCIENCE.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all concepts in Science by 06/30/2022 as measured by state level assessments where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State.

Strategy 1:

High Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.2) - Students will be cognitively engaged in high-quality instruction in every classroom through a highly coherent, learner-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.Activities and assignments will support exploration of content and purpose of the lesson. Staff will assist students in monitoring and reflecting on applying new K-12 science standards and performance expectations. Additionally, staff training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Model.

Category: Science

Research Cited: Best Practice Third Edition, Zemelman, Daniels & Hyde (2005) Research illustrates a correlation between student achievement and the developmentof an achievable, rigorous, and aligned curriculum.

Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve:The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Tier: Tier 1

Activity - Facilitate student-centered learning aligned to the Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation,questioning and discussion). Literacy essential training will be implemented with a focus on reading and writing within science. Learning coaches will support instructional shifts needed as a result of determined next steps.	Materials, Teacher Collaboration, Technology	Tier 1	Implement	08/28/2013	06/30/2020	$0	General Fund, Title II Part A	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs

Activity - STEM Project Lead the Way Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

General and special education teachers will be trained in Project Lead the Way and STEM (Science, Technology,Engineering and Math) learning including the literacy component where students apply their reading, writing,language and math skills to apply understanding in science.Technology materials are required with STEM/PLTW training and implementation	Supplemen tal Materials, Direct Instruction, Teacher Collaborati on, Technology	Tier 1	Implement	06/24/2016	06/30/2020	$0	Title IV Part A, Title II Part A, Other	Administrati ve and teaching staff

Strategy 2:

High Quality Curriculum, Aligned to State Adopted Standards (Quality Curriclum 1.3a and b) - General and special education teachers will be trained in best practice strategies aligned to Next Generation Science Standards such as Project Lead the Way, NGSX, MiSTAR, AP and project based learning. Coaching and on-going training are included to ensure full implementation to include LAB and lesson studies.

Category: Science

Research Cited: Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Tier: Tier 1

Activity - Data Days to Plan Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will be trained in problem based learning and NGSX at all levels, grades 6-8 MiStar, AP, and student performance expectations.	Curriculum Developme nt, Teacher Collaborati on	Tier 1	Getting Ready	06/24/2016	06/30/2020	$0	Title II Part A	Administrati ve and teaching staff

Activity - Teacher training on Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will be trained in problem based learning and NGSX at all levels. Teachers will receive training in resources aligned to NGSS such as PLTW in grades K,1,2,4,and 5, ML-PBL ingrades 3-4.	Professiona l Learning, Technology	Tier 1	Getting Ready	06/24/2016	06/30/2020	$0	Title II Part A	Administrati ve and teaching staff

Goal 5: All students will be Career and College Ready by Graduation

Measurable Objective 1:

85% of All Students will achieve college and career readiness in Math and Evidence-Based Reading and Writing in Career & Technical by 06/28/2019 as measured by as measured by SAT benchmarks for college and career readiness.

Strategy 1:

Foster Active, Direct, Hands-on Learning the Enhances Employability - Develop and implement a plan that fosters active, direct, hands-on learning that enhances

employability (Career and Job/Marshall Plan Requirements for SIPs, Revised School Code Section 1280.377)

Category: Career and College Ready

Research Cited: What Works Clearinghouse. (2009). Helping Students Navigate the Path to College: What High Schools Can Do.

ES:https://ies.ed.gov/ncee/wwc/PracticeGuide/11

Tier: Tier 1

Activity - Exposure to Career Informational Resources in K-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exposure to a variety of age appropriate career informational resources in grades k-12.Including: 1 or more experiences in a field of student interest/aptitude with follow-up/reflection AND Opportunities to discuss career interests, options and preparations with a knowledgeable adult. In k-6 the focus is on career zones	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	$0	General Fund	Teachers, Administrators

Strategy 2:

Supportive, Productive School Climates that foster connections with students and families - Training and implementation on strategies and practices such as

Restorative Practices and PBIS to promote inclusive environments, supportive school discipline, personal responsibility and positive school climates for students and

families, in order to keep students connected and engaged in school. Development an implementation of parent and family engagement plans in every building.

Category: School Culture

Research Cited: What Works Clearinghouse. (2008). Reducing Behavior Problems in the Elementary School Classroom.

IES:https://ies.ed.gov/ncee/wwc/PracticeGuide/4#tab-details

Tier: Tier 1

Activity - Positive Behavioral Practices and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff training on Supportive School Climates: Restorative Practices and PBIS practices in order to promote positive school climates, enhance PBIS initiatives and promote supportive school discipline.	Professional Learning, Supplemental Materials, Parent Involvement, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	$0		Title IV Part A	Principals, teachers

Activity - Parent and Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development and implementation of a Parent/Family Engagement plan at every building, communication and materials to engage parents	Academic Support Program, Community Engagement, Materials, Parent Involvement	Tier 1	Implement	07/01/2019	06/30/2020	$0	Section 31a, Other	Principals, teachers, district administration

Goal 6: All students at Turrill Elementary will become proficient in SOCIAL STUDIES

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency an annual increase using the "Annual Measurable Objective" determined by the State in Social Studies by 06/30/2022 as measured by state assessments.

Strategy 1:

High Quality Curriculum, Aligned to State Adopted Standards (Quality Curriclum 1.3a and b) - Teachers will unpack units and develop learning outcomes representing high expectations and rigor that are connected to a sequence of learning. Learning outcomes and student success criteria will be written in the form of student learning and align to unit KUD's (what students need to know, be able to do, and understand). Formative assessments will be developed that permit viable methods of assessment, and reflect different types of learning.

Category: Social Studies

Research Cited: Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.),Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Fullan, M., Hill, P., & CrÃ©vola, C. (2006). Breakthrough. Thousand Oaks, CA: Corwin Press.

Gross, B., Booker, T. K., & Goldhaber, D. (2009, June). Boosting student achievement: The effect of comprehensive school reform on student achievement.Educational Evaluation and Policy Analysis, 31(2), 111-126.

L.M. Pinkus, ed., Meaningful measurement: The role of assessments in improving high school education in the 21st century (Washington, DC: Alliance for ExcellentEducation, 2009).

Reeves, D. (2010). Transforming professional learning into student results. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Wiliam, D. (2007). Content then process: Teacher learning communities in the service of formative assessment. In D. Reeves (Ed.), Ahead of the curve: The power ofassessment to transform teaching and learning (pp. 183-206). Bloomington, IN: Solution Tree.

Tier: Tier 1

Activity - KUD unit development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration and 1/2 day department meetings and/or before or after school to develop unit KUDs before each unit where clear outcomes, aligned standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Materials, Teacher Collaboration	Tier 1	Implement	08/28/2013	06/30/2020	$0	Title II Part A, General Fund	Administrative and teaching staff

Activity - Data Days to Plan Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and/or department team data analysis days will involve teacher teams to analyze summative, formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Professional Learning, Supplemental Materials, Curriculum Development, Teacher Collaboration, Technology	Tier 1	Implement	08/28/2013	06/30/2020	$0	Title II Part A	Administrative and teaching staff

Activity - Teacher training on standard alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will unpack new standards and align assessments,both formative and summative, and units of instruction. This will include K-12 and not limited to best practice instruction.	Professional Learning, Curriculum Development, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Implement	06/18/2018	06/30/2020	$0	Title II Part A	Teachers, administrators, learning coaches

Strategy 2:

High Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.2) - Students will be cognitively engaged in high-quality instruction in every classroom through a highly coherent, learner-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.Activities and assignments will support exploration of content and purpose of the lesson. Staff will assist students in monitoring and reflecting on applying standards and performance expectations. Additionally, staff training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Model.

Category: Social Studies

Research Cited: Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Ainsworth, L.(2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system.

In D. Reeves (Ed.), Ahead of the curve: The power ofassessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree. Buffam, A., et al. (2008). The collaborative administrator: Working togetheras a professional learning community. Bloomington IN: Solution-Tree. Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learningcommunity. Bloomington, IN: Solution-Tree. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision andCurriculum Development (ASCD)

Tier: Tier 1

Activity - Facilitate student-centered learning aligned to the Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation,questioning and discussion). Literacy essential training will be implemented with a focus on reading and writing within social studies. Learning coaches will support instructional shifts needed as a result of determined next steps.	Professional Learning, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Implement	08/28/2013	06/30/2020	$0	Title II Part A	Learning coaches, Interventionists, Teachers, Dept of Instruction, Principals, Dept Chairs

Activity - Lesson and Unit Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use collaboration time as well as during or after the school day to unpack units of instruction, determine common formative and summative assessments, analyze results, and post unit reflection on gaps (ex. GIANTS and MAISA units). Substitutes and stipends may be required.Learning coaches will support instructional shifts needed as a result of determined next steps.	Professional Learning, Curriculum Development, Technology	Tier 1	Implement	08/28/2013	06/30/2020	$0	Title II Part A	Learning coaches, interventionists, Teachers, Dept of Instruction, Principals, Dept Chairs

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Days to Plan Differentiation	Teachers will be trained in problem based learning and NGSX at all levels, grades 6-8 MiStar, AP, and student performance expectations.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	06/24/2016	06/30/2020	$0	Administrative and teaching staff
Teacher training on components of reading workshop, AP and Springboard	Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice, strategy groups, conferring and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating close and critical reading/text dependent analysis. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2020	$0	All administrative and teaching staff
Implement Essential Practices for Literacy Instruction	Teachers will be trained in, and incorporate, essential practices in literacy/writing instruction across the curriculum aligned to the common core (conferences, building/district PD, labs,lesson studies, instructional rounds and coaching). This will also include any materials necessary to implement this activity,including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators
Participation in Instructional Rounds	Teachers and administrators will participate in district and building level instructional rounds. Administrators and teache rleaders will assist teacher teams toward high functioning professional learning communities.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/24/2016	06/30/2020	$0	Building administrators, teachers

Learning Coach Support to Improve Student Achievement and instruction	Building Principals and Learning Coaches will create student-centered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies,Instructional Rounds/Observation and other coaching practices/collaborative structures.Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2020	$0		Building administrator, learning coach staff, teachers
KUD unit development	For k-12 units, develop unit KUDs aligned to CCSS, as evidenced in lesson plans and units. Staff will work during collaboration to unpack standards and align unit instruction to KUD during and outside the school day. Teachers demonstrate KUDs in lesson plans, sharing of learning targets,success criteria and evidence-based instruction. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	06/24/2016	06/30/2020	$0		Administrative and teaching staff
Data Days to Plan Differentiation for improving instructional outcomes	Staff will engage in data days 2-3 times each year as well asregular collaboration to differentiate and create interventionplans and methods for progress monitoring. Preschool teacherswill be included as appropriate. This will also includeenrichment training and materials necessary to implement APand Springboard.	Professional Learning	Tier 1	Implement	06/24/2016	06/30/2020	$0		Administrative and teaching staff
Data analysis and collaboration	100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.This will also include any materials necessary to implement this activity, including but not limited to technological resources,such as a data warehousing system and support of the data coach.	Teacher Collaboration, Technology	Tier 1	Implement	06/24/2016	06/30/2020	$0		Administrative and teaching staff

Teacher training on math intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-8 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Academic Support Program, Technology	Tier 3	Implement	09/02/2014	06/30/2020	$0	Building principal, interventionists, teachers, learning coaches, K-8 teachers involved in math recovery
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation,questioning and discussion). Literacy essential training will be implemented with a focus on reading and writing within science. Learning coaches will support instructional shifts needed as a result of determined next steps.	Materials, Teacher Collaboration, Technology	Tier 1	Implement	08/28/2013	06/30/2020	$0	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
Participation in Instructional Rounds	Teachers and administrators will participate in district and building level instructional rounds. Administrators and teacher leaders will assist teacher teams toward high functioning professional learning communities	Professional Learning	Tier 1	Implement	06/24/2016	06/30/2020	$0	Administrative and teaching staff
ELL Training	Classroom teachers and other identified staff will receive and implement ELL training to implement effective practices to support English Language Learner, to include supplemental materials and/or technology.	Professional Learning	Tier 1	Implement	06/24/2013	06/30/2020	$0	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction
Data Days to Plan Differentiation for improving instructional outcomes	Staff will engage in data days 2-3 times each year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate.	Professional Learning, Academic Support Program, Materials	Tier 2	Implement	07/11/2016	06/30/2020	$0	Building administrator, teachers

Implement Essential Practices for Literacy Instruction	Staff will receive training on the literacy essential instructional practices (conferences, building and district professional development, labs, lesson studies, instructional rounds and coaching). A focus will be placed on implementing small group and individualized instruction, using a variety of grouping strategies as well as family engagement. Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. This will also include materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Supplemental Materials, Teacher Collaboration, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators
Data Analysis and collaboration	100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.This will also include any materials necessary to implement this activity, including but not limited to technological resources,such as a data warehousing system and support of the data coach	Policy and Process, Teacher Collaboration, Technology	Tier 2	Implement	08/22/2016	06/30/2020	$0	Building administrator, teachers
Data Days to Plan Differentiation for improving instructional outcomes	Staff will engage in data days 2-3 times each year, as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate.	Professional Learning	Tier 1	Implement	06/24/2016	06/30/2020	$0	Administrative and teaching staff
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation,questioning and discussion.	Professional Learning, Technology	Tier 1	Implement	07/11/2016	06/30/2020	$0	Dept of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers

STEM Project Lead the Way Training	General and special education teachers will be trained in Project Lead the Way and STEM (Science, Technology,Engineering and Math) learning including the literacy component where students apply their reading, writing,language and math skills to apply understanding in science.Technology materials are required with STEM/PLTW training and implementation	Supplemental Materials, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Implement	06/24/2016	06/30/2020	$0	Administrative and teaching staff
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, ELA conferences, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning and discussion)	Professional Learning, Walkthrough, Teacher Collaboration, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	Department of instruction; K-12, principals;Learning Coaches; Department Chairs,Teachers
Data Days to Plan Differentiation	Grade level and/or department team data analysis days will involve teacher teams to analyze summative, formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Professional Learning, Supplemental Materials, Curriculum Development, Teacher Collaboration, Technology	Tier 1	Implement	08/28/2013	06/30/2020	$0	Administrative and teaching staff
KUD unit development	For k-12 math units, develop KUDs aligned to CCSS, as evidenced in lesson plans and units.Staff will work during collaboration to unpack standards and align unit instruction to KUD (what students will Know,Understand and Do) during and outside the school day.Teachers demonstrate KUDs in lesson plans, sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods of formative assessment based on KUD development	Curriculum Development	Tier 1	Implement	08/29/2016	06/30/2020	$0	Building administrator, teachers

Implementation of MTSS and Student Progress Monitoring	K-8 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria for intervention supports in Tier 2 and 3. Identification could include behavioral goals. Teachers will create individualized reading plans for at risk students within the first 30 days and a Read at Home Plan will be provided during and outside the school year. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records, strategy groups, Guided Academics and Reading Recovery. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supporting discipline practices through a book study on restorative practices involving staff and parent groups. Parents will receive updates on progress. Parents will receive updates on child's progress.	Professional Learning, Academic Support Program, Supplemental Materials, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators
Implementation of MTSS and Student Progress Monitoring	Students will receive individualized instruction within tier 1, as well as tier 2 and 3 interventions, as determined by MTSS scoring criteria. Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach, learning coaches and drop out prevention coordinator to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices. Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments.Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions	Professional Learning, Academic Support Program, Supplemental Materials, Materials, Technology	Tier 2	Implement	08/29/2016	06/30/2020	$0	Dept of Instruction staff, K-12 principals, learning coaches, technology/data coaches, department chairs, classroom teachers

Learning Coach Support to Improve Student Achievement and instruction	Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2020	$0	All administrative and teaching staff
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation,questioning and discussion). Literacy essential training will be implemented with a focus on reading and writing within social studies. Learning coaches will support instructional shifts needed as a result of determined next steps.	Professional Learning, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Implement	08/28/2013	06/30/2020	$0	Learning coaches, Interventionists, Teachers, Dept of Instruction, Principals, Dept Chairs
KUD unit development	For k-12 units, develop KUDs aligned to CCSS, as evidencedin lesson plans and units. Staff will work during collaboration tounpack standards and align unit instruction to KUD (whatstudents will Know, Understand and Do) during and outside theschool day. Teachers demonstrate KUDs in lesson plans,sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods offormative assessment based on KUD development.	Professional Learning, Curriculum Development	Tier 1	Implement	07/29/2014	06/30/2020	$0	All teaching and administrative staff
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, ELA conferences,collaborate to unpack units and standards, Instructional,rounds, labs, coaching and implementation of evidence-based instructional practices. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction for all students. This will also include any materials necessary to implement this activity and support students, including but not limited to technological resources.	Professional Learning, Curriculum Development, Teacher Collaboration, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified staff and administrators

KUD unit development	Staff will work during collaboration and 1/2 day department meetings and/or before or after school to develop unit KUDs before each unit where clear outcomes, aligned standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Materials, Teacher Collaboration	Tier 1	Implement	08/28/2013	06/30/2020	$0	Administrative and teaching staff
Teacher training on standard alignment	Teachers will unpack new standards and align assessments,both formative and summative, and units of instruction. This will include K-12 and not limited to best practice instruction.	Professional Learning, Curriculum Development, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Implement	06/18/2018	06/30/2020	$0	Teachers, administrators, learning coaches
Teacher training on Next Generation Science Standards	Teachers will be trained in problem based learning and NGSX at all levels. Teachers will receive training in resources aligned to NGSS such as PLTW in grades K,1,2,4,and 5, ML-PBL ingrades 3-4.	Professional Learning, Technology	Tier 1	Getting Ready	06/24/2016	06/30/2020	$0	Administrative and teaching staff
Lesson and Unit Collaboration	Teachers will use collaboration time as well as during or after the school day to unpack units of instruction, determine common formative and summative assessments, analyze results, and post unit reflection on gaps (ex. GIANTS and MAISA units). Substitutes and stipends may be required.Learning coaches will support instructional shifts needed as a result of determined next steps.	Professional Learning, Curriculum Development, Technology	Tier 1	Implement	08/28/2013	06/30/2020	$0	Learning coaches, interventionists, Teachers, Dept of Instruction, Principals, Dept Chairs
Teacher training on applying mathematical practices	Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 Emodel in Alg I, II and Geometry) with teacher facilitating a student centered classroom to include conferring, group work,structures for collaboration, talk, choice, and share (reflection).Application/instruction on Mathematical practices will be evidenced by walk through documentation and lesson plans.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2020	$0	Building administrator, math teachers, learning coaches, special education

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Homeless services	Provide service to homeless students in order to remove barriers to learning.	Academic Support Program, Supplemental Materials	Tier 2	Implement	06/12/2017	06/30/2020	$0	All staff

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of MTSS and Student Progress Monitoring	K-8 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria for intervention supports in Tier 2 and 3. Identification could include behavioral goals. Teachers will create individualized reading plans for at risk students within the first 30 days and a Read at Home Plan will be provided during and outside the school year. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records, strategy groups, Guided Academics and Reading Recovery. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supporting discipline practices through a book study on restorative practices involving staff and parent groups. Parents will receive updates on progress. Parents will receive updates on child's progress.	Professional Learning, Academic Support Program, Supplemental Materials, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators

MTSS and supplmentary support	Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices	Academic Support Program, Supplemental Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Implement	08/22/2016	06/30/2020	$0	Building administrator, teachers
Positive Behavioral Practices and Supports	Staff training on Supportive School Climates: Restorative Practices and PBIS practices in order to promote positive school climates, enhance PBIS initiatives and promote supportive school discipline.	Professional Learning, Supplemental Materials, Parent Involvement, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	$0	Principals, teachers
STEM Project Lead the Way Training	General and special education teachers will be trained in Project Lead the Way and STEM (Science, Technology,Engineering and Math) learning including the literacy component where students apply their reading, writing,language and math skills to apply understanding in science.Technology materials are required with STEM/PLTW training and implementation	Supplemental Materials, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Implement	06/24/2016	06/30/2020	$0	Administrative and teaching staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Essential Practices for Literacy Instruction	Teachers will be trained in, and incorporate, essential practices in literacy/writing instruction across the curriculum aligned to the common core (conferences, building/district PD, labs,lesson studies, instructional rounds and coaching). This will also include any materials necessary to implement this activity,including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators

Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation,questioning and discussion). Literacy essential training will be implemented with a focus on reading and writing within science. Learning coaches will support instructional shifts needed as a result of determined next steps.	Materials, Teacher Collaboration, Technology	Tier 1	Implement	08/28/2013	06/30/2020	$0	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
KUD unit development	For k-12 math units, develop KUDs aligned to CCSS, as evidenced in lesson plans and units.Staff will work during collaboration to unpack standards and align unit instruction to KUD (what students will Know,Understand and Do) during and outside the school day.Teachers demonstrate KUDs in lesson plans, sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods of formative assessment based on KUD development	Curriculum Development	Tier 1	Implement	08/29/2016	06/30/2020	$0	Building administrator, teachers
MTSS and supplmentary support	Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices	Academic Support Program, Supplemental Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Implement	08/22/2016	06/30/2020	$0	Building administrator, teachers
Data Analysis and collaboration	100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.This will also include any materials necessary to implement this activity, including but not limited to technological resources,such as a data warehousing system and support of the data coach	Policy and Process, Teacher Collaboration, Technology	Tier 2	Implement	08/22/2016	06/30/2020	$0	Building administrator, teachers

Exposure to Career Informational Resources in K-12	Exposure to a variety of age appropriate career informational resources in grades k-12.Including: 1 or more experiences in a field of student interest/aptitude with follow-up/reflection AND Opportunities to discuss career interests, options and preparations with a knowledgeable adult. In k-6 the focus is on career zones	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	$0	Teachers, Administrators
MTSS and supplementary support	Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices.	Academic Support Program, Supplemental Materials, Technology	Tier 2	Implement	08/01/2016	06/30/2020	$0	All teaching and support staff
KUD unit development	Staff will work during collaboration and 1/2 day department meetings and/or before or after school to develop unit KUDs before each unit where clear outcomes, aligned standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Materials, Teacher Collaboration	Tier 1	Implement	08/28/2013	06/30/2020	$0	Administrative and teaching staff
KUD unit development	For k-12 units, develop KUDs aligned to CCSS, as evidencedin lesson plans and units. Staff will work during collaboration tounpack standards and align unit instruction to KUD (whatstudents will Know, Understand and Do) during and outside theschool day. Teachers demonstrate KUDs in lesson plans,sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods offormative assessment based on KUD development.	Professional Learning, Curriculum Development	Tier 1	Implement	07/29/2014	06/30/2020	$0	All teaching and administrative staff
Implement Essential Practices for Literacy Instruction	Staff will receive training on the literacy essential instructional practices (conferences, building and district professional development, labs, lesson studies, instructional rounds and coaching). A focus will be placed on implementing small group and individualized instruction, using a variety of grouping strategies as well as family engagement. Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. This will also include materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Supplemental Materials, Teacher Collaboration, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Essential Practices for Literacy Instruction	Teachers will be trained in, and incorporate, essential practices in literacy/writing instruction across the curriculum aligned to the common core (conferences, building/district PD, labs,lesson studies, instructional rounds and coaching). This will also include any materials necessary to implement this activity,including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators
Parent and Family Engagement	Development and implementation of a Parent/Family Engagement plan at every building, communication and materials to engage parents	Academic Support Program, Community Engagement, Materials, Parent Involvement	Tier 1	Implement	07/01/2019	06/30/2020	$0	Principals, teachers, district administration
MTSS and supplementary support	Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices.	Academic Support Program, Supplemental Materials, Technology	Tier 2	Implement	08/01/2016	06/30/2020	$0	All teaching and support staff

Implementation of MTSS and Student Progress Monitoring	K-8 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria for intervention supports in Tier 2 and 3. Identification could include behavioral goals. Teachers will create individualized reading plans for at risk students within the first 30 days and a Read at Home Plan will be provided during and outside the school year. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records, strategy groups, Guided Academics and Reading Recovery. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supporting discipline practices through a book study on restorative practices involving staff and parent groups. Parents will receive updates on progress. Parents will receive updates on child's progress.	Professional Learning, Academic Support Program, Supplemental Materials, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators
STEM Project Lead the Way Training	General and special education teachers will be trained in Project Lead the Way and STEM (Science, Technology,Engineering and Math) learning including the literacy component where students apply their reading, writing,language and math skills to apply understanding in science.Technology materials are required with STEM/PLTW training and implementation	Supplemental Materials, Direct Instruction, Teacher Collaboration, Technology	Tier 1	Implement	06/24/2016	06/30/2020	$0	Administrative and teaching staff
Implement Essential Practices for Literacy Instruction	Staff will receive training on the literacy essential instructional practices (conferences, building and district professional development, labs, lesson studies, instructional rounds and coaching). A focus will be placed on implementing small group and individualized instruction, using a variety of grouping strategies as well as family engagement. Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. This will also include materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Supplemental Materials, Teacher Collaboration, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators

Super Summer Success	K-9 students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials and technology necessary to implement this activity.	Academic Support Program, Supplemental Materials, Parent Involvement, Technology	Tier 1	Implement	06/24/2016	06/30/2020	$0	Intervention Staff, Teachers
Data Days to Plan Differentiation for improving instructional outcomes	Staff will engage in data days 2-3 times each year, as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate.	Professional Learning	Tier 1	Implement	06/24/2016	06/30/2020	$0	Administrative and teaching staff
Family Events	All certified staff will support the application and support of Writer's Workshop on the key components of workshop, writing strategies, and resources to support all writers at home. Families will be invited to events that support the Writer's Workshop taking part in the general and special education classrooms. Parents will receive helpful resources for writing strategies, home support, and supports being offered to the students in school. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment including sign in sheets and newsletters from Interventionists. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology	Tier 1	Implement	07/29/2014	06/29/2018	$0	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.
Data Days to Plan Differentiation for improving instructional outcomes	Staff will engage in data days 2-3 times each year as well asregular collaboration to differentiate and create interventionplans and methods for progress monitoring. Preschool teacherswill be included as appropriate. This will also includeenrichment training and materials necessary to implement APand Springboard.	Professional Learning	Tier 1	Implement	06/24/2016	06/30/2020	$0	Administrative and teaching staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Teacher training on components of reading workshop, AP and Springboard	Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice, strategy groups, conferring and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating close and critical reading/text dependent analysis. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2020	$0	All administrative and teaching staff
Data Days to Plan Differentiation for improving instructional outcomes	Staff will engage in data days 2-3 times each year as well asregular collaboration to differentiate and create interventionplans and methods for progress monitoring. Preschool teacherswill be included as appropriate. This will also includeenrichment training and materials necessary to implement APand Springboard.	Professional Learning	Tier 1	Implement	06/24/2016	06/30/2020	$0	Administrative and teaching staff
Data Days to Plan Differentiation for improving instructional outcomes	Staff will engage in data days 2-3 times each year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate.	Professional Learning, Academic Support Program, Materials	Tier 2	Implement	07/11/2016	06/30/2020	$0	Building administrator, teachers
Scaffolded Tasks to support language development	Staff will utilize peer assisted learning, modeling, questioning,direct instruction and language/vocabulary support to scaffold learning tasks for ELL students. Staff will facilitate peer-assisted instructional activities planned in advance and based on material that has been taught. They will teach procedures and routines for working in pairs in advance. Materials and technology to assist students and foster independence will be provided.	Academic Support Program, Supplemental Materials, Other, Technology	Tier 2	Implement	09/04/2012	06/30/2020	$0	ELL teacher, Support Staff
Parent and Family Engagement	Development and implementation of a Parent/Family Engagement plan at every building, communication and materials to engage parents	Academic Support Program, Community Engagement, Materials, Parent Involvement	Tier 1	Implement	07/01/2019	06/30/2020	$0	Principals, teachers, district administration

Teacher training on applying mathematical practices	Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 Emodel in Alg I, II and Geometry) with teacher facilitating a student centered classroom to include conferring, group work,structures for collaboration, talk, choice, and share (reflection).Application/instruction on Mathematical practices will be evidenced by walk through documentation and lesson plans.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2020	$0	Building administrator, math teachers, learning coaches, special education
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation,questioning and discussion.	Professional Learning, Technology	Tier 1	Implement	07/11/2016	06/30/2020	$0	Dept of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers
MTSS and supplmentary support	Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices	Academic Support Program, Supplemental Materials, Teacher Collaboration, Technology, Behavioral Support Program	Tier 2	Implement	08/22/2016	06/30/2020	$0	Building administrator, teachers
ELL Training	Classroom teachers and other identified staff will receive and implement ELL training to implement effective practices to support English Language Learner, to include supplemental materials and/or technology.	Professional Learning	Tier 1	Implement	06/24/2013	06/30/2020	$0	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction

Collaboration with Classroom Teacher	Collaboration between ELL, paraprofessional, and general andspecial education teachers to analyze data, determineintervention or tier 1 supports to include resources if necessary.	Academic Support Program, Policy and Process, Teacher Collaboration	Tier 1	Implement	09/04/2012	06/30/2020	$0	ELL teacher, classroom teachers
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, ELA conferences,collaborate to unpack units and standards, Instructional,rounds, labs, coaching and implementation of evidence-based instructional practices. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction for all students. This will also include any materials necessary to implement this activity and support students, including but not limited to technological resources.	Professional Learning, Curriculum Development, Teacher Collaboration, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified staff and administrators
Implement Essential Practices for Literacy Instruction	Teachers will be trained in, and incorporate, essential practices in literacy/writing instruction across the curriculum aligned to the common core (conferences, building/district PD, labs,lesson studies, instructional rounds and coaching). This will also include any materials necessary to implement this activity,including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators
Data Analysis and collaboration	100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.This will also include any materials necessary to implement this activity, including but not limited to technological resources,such as a data warehousing system and support of the data coach	Policy and Process, Teacher Collaboration, Technology	Tier 2	Implement	08/22/2016	06/30/2020	$0	Building administrator, teachers

Teacher training on math intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-8 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Academic Support Program, Technology	Tier 3	Implement	09/02/2014	06/30/2020	$0	Building principal, interventionists, teachers, learning coaches, K-8 teachers involved in math recovery
Implement Essential Practices for Literacy Instruction	Staff will receive training on the literacy essential instructional practices (conferences, building and district professional development, labs, lesson studies, instructional rounds and coaching). A focus will be placed on implementing small group and individualized instruction, using a variety of grouping strategies as well as family engagement. Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. This will also include materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Supplemental Materials, Teacher Collaboration, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators
Homeless services	Provide service to homeless students in order to remove barriers to learning.	Academic Support Program, Supplemental Materials	Tier 2	Implement	06/12/2017	06/30/2020	$0	All staff
Reading Recovery	Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for early elementary teachers on applying best practice reading recovery and essential literacy strategies in the classroom. This will also include required training and materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2020	$0	Reading Recovery trained teachers, K-3rd grade teachers, learning coaches, and administrators

Implementation of MTSS and Student Progress Monitoring	K-8 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria for intervention supports in Tier 2 and 3. Identification could include behavioral goals. Teachers will create individualized reading plans for at risk students within the first 30 days and a Read at Home Plan will be provided during and outside the school year. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records, strategy groups, Guided Academics and Reading Recovery. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supporting discipline practices through a book study on restorative practices involving staff and parent groups. Parents will receive updates on progress. Parents will receive updates on child's progress.	Professional Learning, Academic Support Program, Supplemental Materials, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/02/2015	06/30/2020	$0	All certified teachers and administrators
Super Summer Success	K-9 students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials and technology necessary to implement this activity.	Academic Support Program, Supplemental Materials, Parent Involvement, Technology	Tier 1	Implement	06/24/2016	06/30/2020	$0	Intervention Staff, Teachers
MTSS and supplementary support	Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices.	Academic Support Program, Supplemental Materials, Technology	Tier 2	Implement	08/01/2016	06/30/2020	$0	All teaching and support staff

Learning Coach Support to Improve Student Achievement and instruction	Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2020	$0		All administrative and teaching staff
Implementation of MTSS and Student Progress Monitoring	Students will receive individualized instruction within tier 1, as well as tier 2 and 3 interventions, as determined by MTSS scoring criteria. Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach, learning coaches and drop out prevention coordinator to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices. Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments.Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions	Professional Learning, Academic Support Program, Supplemental Materials, Materials, Technology	Tier 2	Implement	08/29/2016	06/30/2020	$0		Dept of Instruction staff, K-12 principals, learning coaches, technology/ data coaches, department chairs, classroom teachers
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, ELA conferences, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning and discussion)	Professional Learning, Walkthrough, Teacher Collaboration, Technology	Tier 1	Implement	09/02/2015	06/30/2020	$0		Department of instruction; K-12, principals;Learning Coaches; Department Chairs,Teachers

Data analysis and collaboration	100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.This will also include any materials necessary to implement this activity, including but not limited to technological resources,such as a data warehousing system and support of the data coach.	Teacher Collaboration, Technology	Tier 1	Implement	06/24/2016	06/30/2020	$0	Administrative and teaching staff
Family Events	All certified staff will support the application and support of Writer's Workshop on the key components of workshop, writing strategies, and resources to support all writers at home. Families will be invited to events that support the Writer's Workshop taking part in the general and special education classrooms. Parents will receive helpful resources for writing strategies, home support, and supports being offered to the students in school. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment including sign in sheets and newsletters from Interventionists. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology	Tier 1	Implement	07/29/2014	06/29/2018	$0	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.
Learning Coach Support to Improve Student Achievement and instruction	Building Principals and Learning Coaches will create student-centered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies,Instructional Rounds/Observation and other coaching practices/collaborative structures.Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2020	$0	Building administrator, learning coach staff, teachers