Goals & Plans 2019-2020

Emma Murphy Elementary School

Lapeer Community Schools

Ms. Katie Jordan
1100 PRATT RD
METAMORA, MI 48455-8910

TABLE OF CONTENTS

Overview

Plan Name

Goals & Plans 2019-2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Murphy Elementary will become proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 9	Academic	$0
2	All students at Emma Murphy Elementary will become proficient readers.	Objectives: 1 Strategies: 4 Activities: 11	Academic	$0
3	All students at Murphy Elementary will become proficient in writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$0
4	All students and Emma Murphy Elementary will be proficient in Science	Objectives: 1 Strategies: 2 Activities: 4	Academic	$0
5	All Emma Murphy students will be career and college ready by graduation.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$0

Goal 1: All students at Murphy Elementary will become proficient in mathematics.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring 80% or higher on an average of all unit assessments or make growth of 40% from pre- to post-assessments in Mathematics by 06/30/2022 as measured by District unit assessments .

Strategy 1:

Student Engagement Through Quality Instruction and Problem Solving - 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: 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.

Smith, M. & Stein, M. K. (2011). 5 practices for orchestrating productive mathematics discussions. Reston, VA: The National

Council of Teachers of Mathematics, Inc.

Chapin, S. H., O'Connor, C., & Anderson, N. C. (2003). The Tools of Classroom Talk. Classroom Discussions: Using Math Talk to

Help Students Learn, Grades 1-6, 11–42.

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.

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
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 and learning coaches 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, Technology	Tier 2	Implement	08/01/2016	06/30/2020	$0	Title II Part A, Section 31a	General Education and Special Education Teachers, Principal, 31A Learning Coach

Activity - Teacher training on collaborative structures on applying Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	08/01/2016	06/30/2020	$0	Title II Part A, Section 31a	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Activity - Teacher training on math intervention	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 E model 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, Technology	Tier 2	Implement	08/27/2018	06/30/2020	$0	Title II Part A, Section 31a	Building administrators, math teachers, learning coaches, special education

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, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	$0	Section 31a, Title II Part A	Teachers, Principal, Coach

Strategy 2:

Increase Parent Involvement With Support of Math - All certified staff will support the application and support for problem solving skills, mental math, and computation strategies through supplies, training, and or resources in order to deepen parent and student understanding of the link between math concepts and life through family evening events.

Category: Mathematics

Research Cited: Schnee, E. ,Bose, E. (2010). Parents "don't" do nothing: Re-conceptualizing parental null actions as

agency. School Community Journal. 20(2). 91-114.

Kliman, M. (2006). Math out of school: Families' math game playing at home. School community journal. 16(2). 69-90.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting
students struggling with mathematics: Response to intervention (RtI) for elementary and middle schools. National Center for Education Evaluation and Regional
Assistance : 1-91.

Tier: Tier 1

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to take part in activities to support the learning taking place in the classroom. Students will take part in activities to support mathematics learning. Parents will receive information to help support the Math program at home. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Community Engagement, Parent Involvement, Technology	Tier 1	Implement	08/01/2016	06/30/2020	$0	General Fund, Section 31a	Classroom Teachers, Special Education Teachers, 31A Learning Coach/Interventionist Principal

Strategy 3:

High-Quality Collaborative Processes - 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:

Activity - KUD unit development Activity

Type

Tier Phase Begin Date End Date Resource

Assigned

Source Of
Funding
Staff
Responsibl
e

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.
Schools: All Schools

Curriculum
Developme
nt

Tier 1 Implement 08/29/2016 06/30/2020 $0 Title II Part
A, General
Fund

Building
administrat
or, 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
Responsibl
e

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. This will also include

enrichment training and materials necessary to implement AP

and Springboard.

Schools: All Schools

Academic

Support

Program,

Materials,

Professiona

l Learning

Tier 2 Implement 07/11/2016 06/30/2020 $0 Title II Part

A, Section

31a, Title

IV Part A,

Title I Part

A

Building

administrat

ors,

teachers

2019-20 District Improvement Plan

Lapeer Community Schools

Lapeer Community Schools Page 15

© 2019 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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 - Professional Development on Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/01/2016	06/30/2020	$0	Title II Part A	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Activity - Data Analysis Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Implement	08/01/2016	06/30/2020	$0	Title II Part A	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Activity - RTI/MTSS	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.	Academic Support Program	Tier 3	Monitor	08/01/2016	06/30/2020	$0	Section 31a, General Fund	Classroom and special education teachers, principal, 31A Learning Coach

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

Teachers will meet weekly to discuss formative assessments for math units, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration	Tier 2	Monitor	08/01/2016	06/30/2020	$0		General Fund	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Goal 2: All students at Emma Murphy Elementary will become proficient readers.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading according to the DRA2 and district grade level benchmarks in English Language Arts by 06/30/2022 as measured by percentage of students meeting district grade-level benchmarks on the DRA2, or if below grade level, showing greater than one year's growth..

Strategy 1:

High-Quality Instruction that is Learner-Centered - 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, 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.

Danielson, Charlotte. (2013). The Framework for Teaching. Princeton, NJ: The Danielson Group.

Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

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

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 Excellent Education, 2009).

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

Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader's Workshop. Saint Xavier.

Pinnell, G. S. & Fountas, I. (2008). When readers struggle: Teaching that works. Portsmouth, NH: Heinemann.

Burns, M. & Gibbons, K. (2012). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific based practices. New York, NY: Routledge

Bianco, S. D. (2010). Improving Student Outcomes: Data-driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model Improving Student Outcomes: Data-driven Instruction and Fi- Model, 6(5).

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

Dorn, L. J, & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2010). Instructional rounds in education: A network approach to improving teaching and learning. Cambridge, MA: Harvard Education Press.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grade. What Works Clearinghouse. Washington D.C. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16

Dorn, L. J, & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

Gabl, K. a., Kaiser, K. L., Long, J. K., & Roemer, J. L. (2007). Improving Reading Comprehension and Fluency through the Use of Guided Reading. Online Submission, 93. Retrieved from http://eric.ed.gov/ERICWebPortal/recordDetail?accno=ED496377

Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader's Workshop. Saint Xavier.

King, Ray, Torgesen, J. (2000). Improving the Effectiveness of Reading Instruction in One Elementary. Tallahassee: Florida Center for Reading Research.

Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes." Reading Research Quarterly

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

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

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

The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree. Hattie, J. (2009). Visable learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Wiliam, D. (2007). "Changing Classroom Practice." Educational Leadership, December 2007/January 2008, V65, Number 4, p 36.

Tier: Tier 1

Activity - Workshop/Exploration Model	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 and conclude with sharing or reflection. Lessons include demonstrations and opportunities to practice comprehension strategies. Students will read books at their independent or instructional level with teacher support as needed. Specific emphasis will be placed on navigating and using informational text, as well as cross-curricular reading. Classroom teachers will be involved in Instructional Rounds. Teachers will receive professional development and begin to implement strategy groups into their reading instruction.	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/01/2016	06/30/2020	$0	General Fund	Classroom and Special Education Teachers, Principal, 31A Learning Coach

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, Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Title II Part A, Section 31a	31A Learning Coach, Principal

Activity - RTI/MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will have at least 30 minutes daily for intervention time (RTI) for Math or Reading. Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. Parents of students with a reading deficiency will receive IRIP communication. Parents will receive updates on student progress. This will include any materials necessary to implement this activity, including but not limited to technological resources. K-5 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. Teachers will create individualized reading plans for at risk students within the first 30 days. 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 and strategy groups.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2020	$0	Other, General Fund, Section 31a	Classroom and Special Education Teachers, Principal, 31A Learning Coach

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. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program	Tier 3	Monitor	08/01/2016	06/30/2020	$0	General Fund	Classroom and Special Education Teachers, Principal

Activity - Cross Curricular Reading Opportunities	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. 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.	Technology, Direct Instruction, Supplemental Materials	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Section 31a, General Fund	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Activity - Super Summer Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 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 necessary to implement this activity.	Academic Support Program, Technology	Tier 1	Monitor	06/29/2018	06/30/2020	$0	Section 31a	Administration, classroom teachers, learning coach

Strategy 2:

Increase Parent Involvement With Support of Reading - All certified staff will support the application of Reading Workshop essential learnings to include key components of workshop, reading strategies, and resources to support readers at home.

Category: Other - Parent Involvement

Research Cited: Slavin,R.E., Lake,C. Davis,S. Madden,N.(2009). Effective programs for struggling readers: A best evidence synthesis. Baltimore: John Hopkins University, Center for Data-Driven Reform in Education.

Herrena, C., Sipe, C. L., and McClanahan, W. S., (2000). Mentoring school-age children: Relationship development in community-based and school-based programs.

Harvey, S. & Goudvis, A. (2007). Strategies that work: Teaching comprehension for understanding and engagement.

Miller, D. (2002). Reading with meaning: Teaching comprehension in the primary grades.

Gove, A. and Cvelich, P. (2011). Early reading:Igniting education for all. A report by the Early Grade

Learning Community of Practice. Revised Edition. Research Triangle Park, NC: ResearchTriangle Institute.

Crow, S. R. (2011). Exploring the experiences of upper elementary school children who are intrinsically motivated to seek information. School Library Media Research.

Lenters, K. (2007). From storybooks to games, comics, bands, and chapter books: A young boys appropriation of literary practices. Canadian Journal of Education.

30,1 p. 113-136.

Tier: Tier 1

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to take part in evening activities to support the learning taking place in the classroom. Students will share projects and take part in activities to support reading. Parents will receive information to help support the Reading program at home. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Community Engagement, Parent Involvement	Tier 1	Monitor	08/01/2016	06/30/2020	$0	General Fund, Section 31a	Classroom Teachers Principal 31A Learning Coach/Interventionist

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and guardians will be provided with information and training on how to support reading at home. Strategies and skills will be provided on how to engage students, read with children, and encourage best practices to support the reading program at home. Read at Home Plans and materials will be provided.	Community Engagement, Parent Involvement	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Section 31a, Other, General Fund	General Education Teachers, Special Education Teachers, 31A Learning Coach/Interventionist Principal

Strategy 3:

Use of High Quality Formative Assessments and Feedback - Staff will use consistent formative assessment strategies to gauge student learning. Based on these

formative assessments, staff will provide quality feedback that moves learning forward while modifying instruction to support the learners.

Category: English/Language Arts

Research Cited: 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.

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

Tier: Tier 1

Activity - Professional Development on Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with professional development on utilizing formative assessment, modifying instruction, and grading practices.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/01/2016	06/30/2020	$0	Title II Part A	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Activity - Data Analysis Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Monitor	08/01/2016	06/30/2020	$0	Other, Title II Part A	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Strategy 4:

Improve Student Learning Through Setting Instructional Outcomes - 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, permit viable methods of assessment, and reflect several different types of learning.

Category: English/Language Arts

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

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.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). Understanding by design. Alexandria, Va: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For k-5 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.	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2016	06/30/2020	$0	Title II Part A, General Fund	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Goal 3: All students at Murphy Elementary will become proficient in writing.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/30/2022 as measured by achieving an average of 28 points based on a 44 point rubric or demonstrate 10 points of improvement on the final post assessment..

Strategy 1:

Quality Instruction, including student engagement - 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, 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.

Guthrie, John T., and Angela McRae. "Reading Engagement Among African American and European American Students." What Research Has to Say about Reading

Instruction. Newark, DE: International Reading Association, 2011. 115-142. Print.

Ivey, Gay, and Peter H. Johnston. "Engagement With Yount Adult Literature: Outcomes and Processes." Reading Research Quarterly (2013): Print. Johnston, Peter H.

Choice Words: How Our Language Affects Children's Learning. Portland, Me.: Stenhouse, 2004. Print.

Johnston, Peter H. Opening Minds: Using Language to Change Lives. Portland, Me.: Stenhouse, 2012. Print.

Marzano, Robert J. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print.

Pressley, Michael. Learning to Read: Lessons from Exemplary First-grade Classrooms. New York: Guilford, 2001. Print.

Anderson, C. 2005. "Assessing Writers." Portsmouth, NH: Heinemann.

Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes." Reading Research Quarterly

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening Minds: Using Language to Change Lives. Portland, Me. Stenhouse.

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

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

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

Anderson, C. (2005). Assessing Writers. Portsmouth, NH: Heinemann.

Calkins, L. M. (1994). The art of teaching writing. Portsmouth, NH: Heinemann.

Graves, D. H. (1994). A fresh look at writing: A professional's guide. Portsmouth, NH: Heinemann.

Spandel, V. (2001). Creating writers through 6-trait writing assessment and instruction. Boston, MA: Addison Wesley Longman.

Wood Ray, K. (1999). Wondrous words: Writers and writing in the elementary classroom

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, collaborate to unpack units and standards, Advanced Placement and Spring Board training and implementation, 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, Materials, Technology, Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Section 31a	Classroom Teachers Special Education Teachers 31A Learning Coach/Interventionist Principal

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	08/01/2016	06/30/2020	$0	Title II Part A, Other, Section 31a, General Fund	Classroom Teachers Special Education Teachers 31A Interventionist/Learning Coach Principal

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A Learning Coach will provide support to certified staff with regard to improved writing instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies.	Professional Learning, Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Title II Part A, Section 31a	31A Learning Coach, Principal

Strategy 2:

Designing High-Quality Curriculum, Aligned to State Adopted Standards - Staff will develop 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 to be able to know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: English/Language Arts

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

Routledge.

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.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). Understanding by design. Alexandria, Va:

Association for Supervision and Curriculum Development

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.

Bernhardt, V. L., & Hebert, C. L. (2011). Response to Intervention & Continuous School Improvement. Larchmont, NY: Eye on Education.

Popham, W. J. (2006). Content standards: The unindicted co-conspirator. Educational Leadership, 64(1), 87-88.

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

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to 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.	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2016	06/30/2020	$0	General Fund, Title II Part A	Classroom and Special Education Teachers, Principal, 31A Learning Coach

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.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2020	$0	Title II Part A	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Goal 4: All students and Emma Murphy Elementary will be proficient in Science

Measurable Objective 1:

85% of All Students will demonstrate student proficiency (pass rate) on local and state assessments in Science by 06/30/2022 as measured by student M-STEP scores.

Strategy 1:

Student engagement through quality science instruction - 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 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 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, Technology, Teacher Collaboration	Tier 1	Implement	06/20/2017	06/30/2020	$0	Section 31a	Teaching staff, special education staff, learning coach and administration

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	Materials, Technology, Direct Instruction, Teacher Collaboration, Supplemental Materials	Tier 1		08/01/2019	06/30/2020	$0	Title II Part A, Other, Title IV Part A	Administrative and teaching staff

Strategy 2:

High-Quality Science Curriculum, Aligned to State Adopted Standards - 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: 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

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 science units, unpack and develop KUDs aligned to CCSS, as evidenced in lesson plans and units. Staff will work during collaboration, before or after school and/or during the day 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.	Professional Learning, Technology, Curriculum Development	Tier 1	Implement	06/20/2017	06/30/2020	$0	Title II Part A	Emma Murphy Staff, special education teacher, learning coaches and administration

Activity - Teacher training on Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 in grades 3-4	Professional Learning, Technology	Tier 1	Getting Ready	08/01/2019	06/30/2020	$0	Title II Part A	Administrative and teaching staff

Goal 5: All Emma Murphy 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 06/30/2021 as measured by SAT benchmarks.

Strategy 1:

Foster active, direct, hands-on learning that 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. IES:

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

Tier: Tier 1

Activity - Exposure to Career Informational Resources in k-5	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-5. 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-5 the focus is on career zones.	Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2020	$0	General Fund	Teachers and 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, Parent Involvement, Supplemental Materials, Behavioral Support Program	Tier 1	Implement	08/01/2019	06/30/2020	$0	Title IV Part A	Administration, 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, Parent Involvement, Materials	Tier 1		08/01/2019	06/30/2020	$0		Section 31a	administration, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Events	Families will be invited to take part in activities to support the learning taking place in the classroom. Students will take part in activities to support mathematics learning. Parents will receive information to help support the Math program at home. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Community Engagement, Parent Involvement, Technology	Tier 1	Implement	08/01/2016	06/30/2020	$0	Classroom Teachers, Special Education Teachers, 31A Learning Coach/Interventionist Principal
RTI/MTSS	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.	Academic Support Program	Tier 3	Monitor	08/01/2016	06/30/2020	$0	Classroom and special education teachers, principal, 31A Learning Coach
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, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	$0	Teachers, Principal, Coach

Teacher training on collaborative structures on applying Mathematical Practices	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
Learning Coach Support	31A Learning Coach will provide support to certified staff with regard to improved writing instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies.	Professional Learning, Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2020	$0	31A Learning Coach, Principal
Implementation of MTSS and Student Progress Monitoring	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 and learning coaches 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, Technology	Tier 2	Implement	08/01/2016	06/30/2020	$0	General Education and Special Education Teachers, Principal, 31A Learning Coach

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, Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2020	$0	31A Learning Coach, Principal
Teacher training on math intervention	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 E model 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, Technology	Tier 2	Implement	08/27/2018	06/30/2020	$0	Building administrators, math teachers, learning coaches, special education

RTI/MTSS	Each classroom will have at least 30 minutes daily for intervention time (RTI) for Math or Reading. Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. Parents of students with a reading deficiency will receive IRIP communication. Parents will receive updates on student progress. This will include any materials necessary to implement this activity, including but not limited to technological resources. K-5 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. Teachers will create individualized reading plans for at risk students within the first 30 days. 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 and strategy groups.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
Parent Workshops	Parents and guardians will be provided with information and training on how to support reading at home. Strategies and skills will be provided on how to engage students, read with children, and encourage best practices to support the reading program at home. Read at Home Plans and materials will be provided.	Community Engageme nt, Parent Involvemen t	Tier 1	Monitor	08/01/2016	06/30/2020	$0	General Education Teachers, Special Education Teachers, 31A Learning Coach/Inter ventionist Principal

Cross Curricular Reading Opportunities	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. 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.	Technology, Direct Instruction, Supplemental Materials	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
Super Summer Success	K-8 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 necessary to implement this activity.	Academic Support Program, Technology	Tier 1	Monitor	06/29/2018	06/30/2020	$0	Administration, classroom teachers, learning coach
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	08/01/2016	06/30/2020	$0	Classroom Teachers Special Education Teachers 31A Interventionist/Learning Coach Principal

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, Advanced Placement and Spring Board training and implementation, 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, Materials, Technology, Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Classroom Teachers Special Education Teachers 31A Learning Coach/Interventionist Principal
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, Technology, Teacher Collaboration	Tier 1	Implement	06/20/2017	06/30/2020	$0	Teaching staff, special education staff, learning coach and administration
Family Events	Families will be invited to take part in evening activities to support the learning taking place in the classroom. Students will share projects and take part in activities to support reading. Parents will receive information to help support the Reading program at home. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Community Engagement, Parent Involvement	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Classroom Teachers Principal 31A Learning Coach/Interventionist
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, Parent Involvement, Materials	Tier 1		08/01/2019	06/30/2020	$0	administration, teachers

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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, Parent Involvement, Supplemental Materials, Behavioral Support Program	Tier 1	Implement	08/01/2019	06/30/2020	$0	Administration, 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	Materials, Technology, Direct Instruction, Teacher Collaboration, Supplemental Materials	Tier 1		08/01/2019	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
Cross Curricular Reading Opportunities	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. 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.	Technology, Direct Instruction, Supplemental Materials	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Unit KUD Development	For k-5 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.	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
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	08/01/2016	06/30/2020	$0	Classroom Teachers Special Education Teachers 31A Interventionist/Learning Coach Principal
Exposure to Career Informational Resources in k-5	Exposure to a variety of age appropriate career informational resources in grades k-5. 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-5 the focus is on career zones.	Career Preparation /Orientation	Tier 1	Implement	08/01/2019	06/30/2020	$0	Teachers and administrators
Family Events	Families will be invited to take part in activities to support the learning taking place in the classroom. Students will take part in activities to support mathematics learning. Parents will receive information to help support the Math program at home. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Community Engagement, Parent Involvement, Technology	Tier 1	Implement	08/01/2016	06/30/2020	$0	Classroom Teachers, Special Education Teachers, 31A Learning Coach/Interventionist Principal

RTI/MTSS	Each classroom will have at least 30 minutes daily for intervention time (RTI) for Math or Reading. Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. Parents of students with a reading deficiency will receive IRIP communication. Parents will receive updates on student progress. This will include any materials necessary to implement this activity, including but not limited to technological resources. K-5 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. Teachers will create individualized reading plans for at risk students within the first 30 days. 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 and strategy groups.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to 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.	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Workshop/Exploration Model	Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice and conclude with sharing or reflection. Lessons include demonstrations and opportunities to practice comprehension strategies. Students will read books at their independent or instructional level with teacher support as needed. Specific emphasis will be placed on navigating and using informational text, as well as cross-curricular reading. Classroom teachers will be involved in Instructional Rounds. Teachers will receive professional development and begin to implement strategy groups into their reading instruction.	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
Family Events	Families will be invited to take part in evening activities to support the learning taking place in the classroom. Students will share projects and take part in activities to support reading. Parents will receive information to help support the Reading program at home. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Community Engagement, Parent Involvement	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Classroom Teachers Principal 31A Learning Coach/Interventionist
Parent Workshops	Parents and guardians will be provided with information and training on how to support reading at home. Strategies and skills will be provided on how to engage students, read with children, and encourage best practices to support the reading program at home. Read at Home Plans and materials will be provided.	Community Engagement, Parent Involvement	Tier 1	Monitor	08/01/2016	06/30/2020	$0	General Education Teachers, Special Education Teachers, 31A Learning Coach/Interventionist Principal
RTI/MTSS	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.	Academic Support Program	Tier 3	Monitor	08/01/2016	06/30/2020	$0	Classroom and special education teachers, principal, 31A Learning Coach

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. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program	Tier 3	Monitor	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal
Weekly Collaboration	Teachers will meet weekly to discuss formative assessments for math units, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration	Tier 2	Monitor	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach

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	08/01/2016	06/30/2020	$0	Classroom Teachers Special Education Teachers 31A Interventionist/Learning Coach Principal

RTI/MTSS	Each classroom will have at least 30 minutes daily for intervention time (RTI) for Math or Reading. Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. Parents of students with a reading deficiency will receive IRIP communication. Parents will receive updates on student progress. This will include any materials necessary to implement this activity, including but not limited to technological resources. K-5 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. Teachers will create individualized reading plans for at risk students within the first 30 days. 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 and strategy groups.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
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	Materials, Technology, Direct Instruction, Teacher Collaboration, Supplemental Materials	Tier 1		08/01/2019	06/30/2020	$0	Administrative and teaching staff

Parent Workshops	Parents and guardians will be provided with information and training on how to support reading at home. Strategies and skills will be provided on how to engage students, read with children, and encourage best practices to support the reading program at home. Read at Home Plans and materials will be provided.	Community Engageme nt, Parent Involvemen t	Tier 1	Monitor	08/01/2016	06/30/2020	$0	General Education Teachers, Special Education Teachers, 31A Learning Coach/Inter ventionist Principal
Data Analysis Days	Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaborati on	Tier 2	Monitor	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Professional Development on Formative Assessment	Staff will be provided with professional development on utilizing formative assessment, modifying instruction, and grading practices.	Professiona l Learning, Direct Instruction	Tier 1	Getting Ready	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
Teacher training on math intervention	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 E model 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.	Professiona l Learning, Technology	Tier 2	Implement	08/27/2018	06/30/2020	$0	Building administrat ors, math teachers, learning coaches, special education

Implementation of MTSS and Student Progress Monitoring	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 and learning coaches 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, Technology	Tier 2	Implement	08/01/2016	06/30/2020	$0	General Education and Special Education Teachers, Principal, 31A Learning Coach
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.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
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	08/01/2016	06/30/2020	$0	Classroom Teachers Special Education Teachers 31A Interventionist/Learning Coach Principal

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 in grades 3-4	Professional Learning, Technology	Tier 1	Getting Ready	08/01/2019	06/30/2020	$0	Administrative and teaching staff
Teacher training on collaborative structures on applying Mathematical Practices	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
Unit KUD Development	For k-5 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.	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
Professional Development on Formative Assessment	Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
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, Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2020	$0	31A Learning Coach, Principal

Data Analysis Days	Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Monitor	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to 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.	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
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	Materials, Technology, Direct Instruction, Teacher Collaboration, Supplemental Materials	Tier 1		08/01/2019	06/30/2020	$0	Administrative and teaching staff
KUD Unit Development	For K-12 science units, unpack and develop KUDs aligned to CCSS, as evidenced in lesson plans and units. Staff will work during collaboration, before or after school and/or during the day 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.	Professional Learning, Technology, Curriculum Development	Tier 1	Implement	06/20/2017	06/30/2020	$0	Emma Murphy Staff, special education teacher, learning coaches and administration

Learning Coach Support	31A Learning Coach will provide support to certified staff with regard to improved writing instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies.	Professional Learning, Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2020	$0	31A Learning Coach, Principal
Data Analysis Days	Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Implement	08/01/2016	06/30/2020	$0	Classroom and Special Education Teachers, Principal, 31A Learning Coach
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, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	$0	Teachers, Principal, Coach