

Rolland-Warner 19-20 School Improvement Plan

Rolland Warner Campus 6/7
Lapeer Community Schools

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Overview

Plan Name

Rolland-Warner 19-20 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 Rolland-Warner students will be proficient in reading.	Objectives: 2 Strategies: 4 Activities: 12	Organizational	\$0
2	All Rolland-Warner students will be proficient in Math.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$0
3	All Rolland-Warner students will show proficiency in Writing.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
4	All Rolland-Warner students will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
5	All Rolland-Warner students will be proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
6	All LCS students will be career and college ready by graduation.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0

Goal 1: All Rolland-Warner students will be proficient in reading.

Measurable Objective 1:

increase student growth to 85% proficiency for student population at Rolland-Warner in ELA by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using "Annual Measurable Objective" determined by the State of Michigan..

Strategy 1:

High-Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.1) - 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 walkthrough 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

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

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

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

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

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, discussion, and cooperative learning).	Teacher Collaboration, Professional Learning, Walkthrough	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	General Fund, Title II Part A	Learning Coaches Administration Department Chairs Teachers

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Activity - Implementation of MTSS and Student-Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will assess students 3 times a year. Teachers will identify students who exhibited reading deficiencies using MTSS criteria for intervention supports in Tier 2 and 3. Identification can include behavioral goals. Progress monitoring tools will be identified such as running records and conferring regularly with students. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model (Tier 3), running records, strategy groups, and guided academics (Tier 2). For students with behavioral support, PBIS systems will promote a positive school climate and will offer students behavioral supports, including restorative practices, to assist them. Parents will receive updates on progress. Supplemental supplies and materials to support intervention will be utilized.	Supplemental Materials, Teacher Collaboration, Technology, Professional Learning	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	General Fund, Section 31a	Certified teachers Administration
Activity - Learning coach support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Learning coach will provide support to certified staff with regard to improved ELA instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Title II Part A, Section 31a	Learning Coach Administration Teaching Staff
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. Staff will provide students the opportunity for reading across the curriculum. This will also include materials necessary to implement this activity, including but not limited to technology resources.	Supplemental Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title II Part A	Certified Staff Administration
Activity - Teacher training on components of reading workshop and Springboard	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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 modeling and opportunities for 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 include training and materials to implement workshop and Springboard.	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title II Part A	Administration Teaching Staff
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Strategy 2:

High Quality Curriculum, aligned to State adopted standards (Quality Curriculum 1.3 a 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 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:

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

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

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

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

Tier: Tier 1

Activity - Professional development to include intervention training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will participate in professional development and lab/lesson study with colleagues on guided reading practice, conferring, and other strategies related to improving student learning within the Reading and Writing Workshop format. Staff will engage in data days 2-3 times per year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring.	Technology, Professional Learning	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	General Fund, Title II Part A, Section 31a	Certified Teachers Administration

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for students need to know, understand, and do will be established. Teachers should demonstrate KUD in lesson plans as well as 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	Monitor	07/01/2017	06/30/2020	\$0	Title II Part A, General Fund	Classroom Teachers Special Education Teachers Administration Learning Coach
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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, through the use of student data analysis software to analyze and improve instruction.

Category: English/Language Arts

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

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

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

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

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

Dufour, R., DuFour, R., Eaker, R., Many, T. (2006). Learning by doing. A handbook for professional learning communities at work. 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 Responsible
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.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Title II Part A	Classroom and Special Education Teachers, Learning Coach Administration

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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? This will include any materials necessary to implement this activity, including but not limited to technology resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration, Technology	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Title II Part A	Administration Certified Staff

Activity - MTSS and Supplementary Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple tiered student support system will be developed for students who score at or below the 40th percentile (tier 2) on external assessments (NWEA) and below the 20th percentile (tier 3). Tier 2 students will be enrolled in ELA Guided Academics course for one class period a day. This class is taught by a highly qualified ELA teacher who has been trained in guided reading and monitoring student achievement data. Classes will be smaller than traditional classes and students will receive more intense intervention during this class period.	Academic Support Program	Tier 2	Implement	08/28/2017	06/30/2020	\$0	General Fund, Section 31a	Administration Certified Staff

Measurable Objective 2:

increase student growth by a 5% increase of English Language Learners (ELL). by 06/30/2020 as measured by demonstrate a proficiency in reading in ELA.

Strategy 1:

Additional Supports for ELL students - Staff will provide focused, intensive small group interventions for ELL students. 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: Learning Support Systems

Research Cited: Denton, C.A., Anthony, J. L, Parker, R., & Hasbrouck, J. E. (2004). Effects of two tutoring programs on the English language reading development of Spanish-English bilingual students. The Elementary School Journal, 104.

Hill, J., Miller, K. (2013). Classroom instruction that works with English Language Learners. ASCD: Alexandria, VA.

Tier: Tier 2

Activity - ELL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom teachers, ELL teachers and other identified staff will receive and implement training to implement effective practices to support ELL students, to include materials and/or technology.	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title II Part A	Identified Teachers, ELL Staff
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/special education teachers to analyze data, determine intervention or tier 1 supports to include resources if necessary.	Academic Support Program, Teacher Collaboration, Policy and Process	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Section 31a, Title II Part A	ELL Teacher Classroom Teachers Special Education Teachers

Goal 2: All Rolland-Warner students will be proficient in Math.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on assessments in Mathematics by 06/30/2022 as measured by 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 2.1-2.1) - 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. 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 math lessons. Staff will assist students in monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem solving strategies, including 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 model in math instruction/workshop models, and Kagan strategies) and differentiation and feedback based on assessment data.

Category: Mathematics

Research Cited: 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., & the Association for Supervision and Curriculum Development. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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

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.

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. Teachers will collaborate in math department PLC with Guided Academics teachers to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices. Staff will monitor student math progress through assessments such as district and/or unit assessments and other formative assessments. Staff will meet regularly in department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students meeting the MTSS criteria will be enrolled in the Guided Academics for Math class where additional plans will be formed. This activity will require utilizing our technology data warehousing system to track interventions as well as supplemental materials to implement interventions.	Technology , Professional Learning	Tier 2	Implement	01/14/2019	06/30/2020	\$0	Section 31a	Certified Staff Learning Coaches Administration Technology /Data Coordinators Department Chairs
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, math conferences, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning, discussion and cooperative learning).	Technology , Professional Learning	Tier 1		08/26/2019	06/30/2020	\$0	Title II Part A	Administration Department Chairs Learning Coaches Teachers

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Activity - Teacher training on math intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2/3 students, or students who are at risk will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning coaches, special education staff, and interventionists (Guided Academics) will help facilitate math department meetings. Teachers will be trained in math recovery. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program, Technology, Professional Learning	Tier 3	Implement	08/26/2019	06/30/2020	\$0	Section 31a, Title II Part A	Administration Teachers Learning Coaches MTSS teachers Special Education Teachers
Activity - Teacher training on applying mathematical practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in district professional development to include lab classroom, lesson studies, and collaboration to support development of best practice math strategies. 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) with teacher facilitating a student centered classroom to include conferring, group work, structures for collaboration, talk, choice, and share (reflection). Application/instruction on math practices will be evidenced by walk-through documentation and lesson plans.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2020	\$0	Title II Part A	Administration Math Teachers Learning Coaches Special Education Teachers
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
31A learning coach will provide support to certified staff with regard to improved ELA instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A, Section 31a	Principal Learning Coach Teachers

Strategy 2:

High Quality Curriculum, aligned to State adopted standards (Quality Curriculum 1.3 a 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 to know, understand, and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: Mathematics

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

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

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 to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established.	Curriculum Development	Tier 1		08/28/2017	06/30/2020	\$0	Title II Part A, General Fund	Administration 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. This will include enrichment training and materials necessary to implement advanced math courses.	Supplemental Materials, Academic Support Program, Professional Learning	Tier 2		08/27/2018	06/30/2020	\$0	Title II Part A	Administration Teachers

Strategy 3:

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

Category: Mathematics

Research Cited: 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 teacher leaders will assist teacher teams toward high functioning professional learning communities..	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Title II Part A	Certified Teaching Staff Administration Learning Coach

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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? This will include any materials necessary to implement this activity, including but not limited to technology resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	Title II Part A	Certified Teaching Staff Administration Learning Coach
Activity - MTSS and Supplementary Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple tiered student support system will be developed for students who score at or below the 40th percentile (tier 2) on external assessments (NWEA) and below the 20th percentile (tier 3). Tier 2 students will be enrolled in Math Guided Academics course for one class period a day. This class is taught by a highly qualified ELA teacher who has been trained in guided reading and monitoring student achievement data. Classes will be smaller than traditional classes and students will receive more intense intervention during this class period.	Academic Support Program	Tier 2	Implement	07/01/2017	06/30/2020	\$0	Section 31a, General Fund	Certified Teachers Administration Learning Coach

Goal 3: All Rolland-Warner students will show proficiency in Writing.

Measurable Objective 1:

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

Strategy 1:

High-Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.1) - 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 walkthrough 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

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

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

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

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

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, discussion and cooperative learning). 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.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Title II Part A	Certified ELA Staff Administration Learning Coach
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 math instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible.	Teacher Collaboration, Professional Learning	Tier 2	Monitor	07/01/2017	06/14/2019	\$0	Section 31a, Title II Part A	Learning Coach Certified ELA Staff Administration
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. Staff will provide students the opportunity for reading across the curriculum. This will also include materials necessary to implement this activity, including but not limited to technology resources.	Technology, Professional Learning	Tier 1	Implement	08/28/2017	06/30/2020	\$0	Title II Part A	Teachers Administration

Strategy 2:

High Quality Curriculum, aligned to State adopted standards (Quality Curriculum 1.3 a 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, permit viable methods of assessment, and reflect several

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different types of learning.

Category: English/Language Arts

Research Cited: Hattie, J. (2008) Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: ASCD.

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 need to know, understand, and do will be established.	Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Title II Part A, General Fund	Certified Staff Administration 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. This will also include training and materials to implement advanced courses (Springboard).	Professional Learning	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Title II Part A	Administration Teaching Staff

Strategy 3:

Use of formative assessment and quality feedback - Teachers will utilize formative assessments 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.

Category: English/Language Arts

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

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

Tier: Tier 1

Activity - Professional development on formative assessment.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be provided with district PD on formative assessments.	Professional Learning	Tier 1	Monitor	07/01/2017	06/14/2019	\$0	Title II Part A, General Fund	Administration Certified Staff
Activity - Professional development on feedback - 3 types	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with district PD on providing feedback to students based on what is learned from formative assessments.	Professional Learning	Tier 1	Implement	07/01/2017	06/14/2019	\$0	Title II Part A, General Fund	Administration Certified Staff

Goal 4: All Rolland-Warner students will be proficient in Science.

Measurable Objective 1:

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

Strategy 1:

Use of high quality formative assessments and quality feedback. - Teachers will utilize formative assessments 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 or individuals) regarding their understanding and make use of the information for next steps in instruction.

Category: Science

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

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

Tier: Tier 1

Activity - Professional development to support formative assessment goals.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with professional development, including learning coach support on utilizing formative assessment.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	General Fund, Section 31a, Title II Part A	Administration Certified Staff Learning Coach

Activity - Professional development on feedback - 3 types	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be provided with professional development, including learning coach support on providing quality feedback.	Professional Learning	Tier 1		07/01/2017	06/30/2020	\$0	Title II Part A, Section 31a, General Fund	Administration Certified Staff
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Strategy 2:

High-Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.1) - 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 walkthrough documentation and lesson plans aligned to Danielson Model.

Category: Science

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

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

Tier: Tier 1

Activity - STEM/PLTW/NGSX Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development to support the change in curriculum (based on NGSS model) and change in overall instructional philosophy toward inquiry based, modeling approach.	Professional Learning	Tier 1	Implement	07/01/2017	06/14/2019	\$0	Other, Title II Part A	Administration Certified Staff

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, conferences, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning, discussion and cooperative learning). 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.	Supplemental Materials, Teacher Collaboration, Technology	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Title II Part A	Learning Coaches Science Teachers ELA Teachers Administration

Strategy 3:

High Quality Curriculum, aligned to State adopted standards (Quality Curriculum 1.3 a 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 to know, understand, and be able to do), permit viable methods of assessment, and reflect different types of learning. Teachers will be trained in

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best practice strategies aligned to Next Gen Science Standards (PLTW, NGSX, MiStar) 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: DuFour, R. (2010). Learning by doing: A handbook for professional learning communities at work, 2nd ed. Bloomington, IN: Solution-Tree.

Reeves, D. (2010) Transforming professional learning into student results. Alexandria: 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
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for students need to know, understand, and do will be established.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Title II Part A, General Fund	Administration Certified 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
Science department will have data analysis days that involve teacher teams analyzing 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.	Curriculum Development, Teacher Collaboration	Tier 2	Getting Ready	08/26/2019	06/30/2020	\$0	Title II Part A	Administration Science Teaching Staff
Activity - STEM/PLTW/NGSX Training	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.	Technology, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/10/2019	\$0	Other, Title II Part A	Administration Science Staff

Goal 5: All Rolland-Warner students will be proficient in Social Studies.

Measurable Objective 1:

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

Strategy 1:

High Quality Curriculum, aligned to State adopted standards (Quality Curriculum 1.3 a 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 KUDs (what students' 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: DuFour, R. (2010). Learning by doing: A handbook for professional learning communities at work, 2nd ed. Bloomington, IN: Solution-Tree.

Reeves, D. (2010) Transforming professional learning into student results. Alexandria: 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
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for students need to know, understand, and do will be established.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Title II Part A	Classroom Teachers Special Education Teachers Administration 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
Social Studies department will have data analysis days that involve teacher teams analyzing 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.	Supplemental Materials, Teacher Collaboration, Technology	Tier 2	Implement	08/26/2019	06/30/2020	\$0	Title II Part A	Social Studies Staff Administration Learning Coaches
Activity - Teacher training on standard alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will continue to unpack new standards and align assessments, both formative and summative, and units of instruction. This will include best practice instruction, training and learning coach support.	Direct Instruction, Curriculum Development, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Section 31a, Title II Part A	Teachers Administration Learning Coaches
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Strategy 2:

Use of high quality formative assessments and quality feedback. - Teachers will utilize formative assessments 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 or individuals) regarding their understanding and make use of the information for next steps in instruction.

Category: Science

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

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

Tier: Tier 1

Activity - Professional development to support formative assessment goals.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with professional development, including learning coach support on utilizing formative assessment.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Title II Part A, Section 31a	Administration Certified Staff Learning Coaches

Activity - Professional development on feedback - 3 types	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with professional development, including learning coach support on providing quality feedback.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Title II Part A, Section 31a	Administration Certified Staff Learning Coaches

Strategy 3:

High-Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.1) - Students will be cognitively engaged in high-quality instruction in every classroom

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through highly coherent, learner-centered instruction, 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: Hattie, J. (2009) Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge

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

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, conferences, 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.	Direct Instruction, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Title II Part A, Section 31a	Administration Certified Staff Learning Coaches Department Chairs
Activity - Professional development on inquiry based instructional strategies.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development to support the change in curriculum (based on GIANTS model) and change in overall instructional philosophy toward inquiry based, modeling approach.	Curriculum Development, Technology	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Title II Part A	Administration Certified Staff

Goal 6: All LCS students will be career and college ready by graduation.

Measurable Objective 1:

85% of All Students will achieve college and career readiness before graduation in Career & Technical by 06/30/2021 as measured by SAT benchmarks for college and career readiness in Math and Evidence-based Reading and Writing..

Strategy 1:

Opportunities for meaningful steps toward post-secondary careers for students in grades 6-12 (Quality Curriculum 1.2). - Teachers will provide opportunities for students to explore options, create plans, and complete steps toward college and career pathways they wish to pursue. Strategies and supports will be provided to

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ensure high school completion and post-secondary experiences by classroom teachers and drop-out prevention coordinators.

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>

What Works Clearinghouse. (2008). Preventing drop-out in secondary schools. IES: <https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

Tier: Tier 1

Activity - Quality mentor guidance for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will provide quality instruction for all students in the form of a web based career choosing platform. Students will input characteristics and qualities and work with counselors to identify potential career paths.	Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/30/2020	\$0	General Fund	Counselors Administration

Strategy 2:

Foster active, direct, hand-on learning that enhances employability - Develop and implement a plan that fosters active, direct, hand-on learning that enhances employability (Career and Job/Marshall plan requirements for SIPs, Revised School Code Section 1280.377

Category: Career and College Ready

Tier: Tier 1

Activity - Exposure to Career Informational Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expose students to a variety of age appropriate career informational resources in grades 6-7 including one or more field experiences with follow up/reflection and opportunities to discuss career interests, options, and preparations with a knowledgeable adult.	Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/30/2020	\$0	General Fund	Teachers Administrators Counselors

Activity - Work-based learning activities.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Programs to provide work-based learning activities in grades 6-7 that ensure connections with workers/experts in a variety of fields. This will include an opportunity for every 7th grade student to develop an educational development plan.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	General Fund	Teachers Administrators Counselors

Strategy 3:

Supportive, Productive School Climate that fosters 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

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families in order to keep students connected and engaged at school. Development and 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 classrooms. IES:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/4%tabl-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.	Supplemental Materials, Parent Involvement, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/26/2019	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.	Community Engagement, Supplemental Materials, Academic Support Program, Parent Involvement	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Section 31a	Teachers Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS and Supplementary Support	Multiple tiered student support system will be developed for students who score at or below the 40th percentile (tier 2) on external assessments (NWEA) and below the 20th percentile (tier 3). Tier 2 students will be enrolled in ELA Guided Academics course for one class period a day. This class is taught by a highly qualified ELA teacher who has been trained in guided reading and monitoring student achievement data. Classes will be smaller than traditional classes and students will receive more intense intervention during this class period.	Academic Support Program	Tier 2	Implement	08/28/2017	06/30/2020	\$0	Administration Certified Staff
Quality mentor guidance for students	Counselors will provide quality instruction for all students in the form of a web based career choosing platform. Students will input characteristics and qualities and work with counselors to identify potential career paths.	Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Counselors Administration
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, discussion, and cooperative learning).	Teacher Collaboration, Technology, Professional Learning, Walkthrough	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Learning Coaches Administration Department Chairs Teachers
Professional development on feedback - 3 types	Teachers will be provided with district PD on providing feedback to students based on what is learned from formative assessments.	Professional Learning	Tier 1	Implement	07/01/2017	06/14/2019	\$0	Administration Certified Staff

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MTSS and Supplementary Support	Multiple tiered student support system will be developed for students who score at or below the 40th percentile (tier 2) on external assessments (NWEA) and below the 20th percentile (tier 3). Tier 2 students will be enrolled in Math Guided Academics course for one class period a day. This class is taught by a highly qualified ELA teacher who has been trained in guided reading and monitoring student achievement data. Classes will be smaller than traditional classes and students will receive more intense intervention during this class period.	Academic Support Program	Tier 2	Implement	07/01/2017	06/30/2020	\$0	Certified Teachers Administration Learning Coach
Professional development to support formative assessment goals.	Staff will be provided with professional development, including learning coach support on utilizing formative assessment.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Administration Certified Staff Learning Coach
KUD Unit Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established.	Curriculum Development	Tier 1		08/28/2017	06/30/2020	\$0	Administration Teachers
Exposure to Career Informational Resources	Expose students to a variety of age appropriate career informational resources in grades 6-7 including one or more field experiences with follow up/reflection and opportunities to discuss career interests, options, and preparations with a knowledgeable adult.	Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Teachers Administrators Counselors
Professional development on formative assessment.	Teachers will be provided with district PD on formative assessments.	Professional Learning	Tier 1	Monitor	07/01/2017	06/14/2019	\$0	Administration Certified Staff
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established.	Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Certified Staff Administration Learning Coach
Work-based learning activities.	Programs to provide work-based learning activities in grades 6-7 that ensure connections with workers/experts in a variety of fields. This will include an opportunity for every 7th grade student to develop an educational development plan.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Teachers Administrators Counselors
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for students need to know, understand, and do will be established.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Administration Certified Teaching Staff

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Professional development to include intervention training	Certified staff will participate in professional development and lab/lesson study with colleagues on guided reading practice, conferring, and other strategies related to improving student learning within the Reading and Writing Workshop format. Staff will engage in data days 2-3 times per year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring.	Technology , Professional Learning	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	Certified Teachers Administration
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for students need to know, understand, and do will be established. Teachers should demonstrate KUD in lesson plans as well as 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	Monitor	07/01/2017	06/30/2020	\$0	Classroom Teachers Special Education Teachers Administration Learning Coach
Professional development on feedback - 3 types	Staff will be provided with professional development, including learning coach support on providing quality feedback.	Professional Learning	Tier 1		07/01/2017	06/30/2020	\$0	Administration Certified Staff
Implementation of MTSS and Student-Progress Monitoring	Staff will assess students 3 times a year. Teachers will identify students who exhibited reading deficiencies using MTSS criteria for intervention supports in Tier 2 and 3. Identification can include behavioral goals. Progress monitoring tools will be identified such as running records and conferring regularly with students. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model (Tier 3), running records, strategy groups, and guided academics (Tier 2). For students with behavioral support, PBIS systems will promote a positive school climate and will offer students behavioral supports, including restorative practices, to assist them. Parents will receive updates on progress. Supplemental supplies and materials to support intervention will be utilized.	Supplemental Materials, Teacher Collaboration, Technology , Professional Learning	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	Certified teachers Administration

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional development on feedback - 3 types	Staff will be provided with professional development, including learning coach support on providing quality feedback.	Professional Learning	Tier 1		07/01/2017	06/30/2020	\$0	Administration Certified Staff

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Learning coach support	31A Learning Coach will provide support to certified staff with regard to improved math instruction. Include ion this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible.	Teacher Collaboration, Professional Learning	Tier 2	Monitor	07/01/2017	06/14/2019	\$0	Learning Coach Certified ELA Staff Administration
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, conferences, 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.	Direct Instruction, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Administration Certified Staff Learning Coaches Department Chairs
Parent and Family Engagement	Development and implementation of a parent/family engagement plan at every building. Communication and materials to engage parents.	Community Engagement, Supplemental Materials, Academic Support Program, Parent Involvement	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Teachers Administration
Implementation of MTSS and Student-Progress Monitoring	Staff will assess students 3 times a year. Teachers will identify students who exhibited reading deficiencies using MTSS criteria for intervention supports in Tier 2 and 3. Identification can include behavioral goals. Progress monitoring tools will be identified such as running records and conferring regularly with students. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model (Tier 3), running records, strategy groups, and guided academics (Tier 2). For students with behavioral support, PBIS systems will promote a positive school climate and will offer students behavioral supports, including restorative practices, to assist them. Parents will receive updates on progress. Supplemental supplies and materials to support intervention will be utilized.	Supplemental Materials, Teacher Collaboration, Technology, Professional Learning	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	Certified teachers Administration

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MTSS and Supplementary Support	Multiple tiered student support system will be developed for students who score at or below the 40th percentile (tier 2) on external assessments (NWEA) and below the 20th percentile (tier 3). Tier 2 students will be enrolled in ELA Guided Academics course for one class period a day. This class is taught by a highly qualified ELA teacher who has been trained in guided reading and monitoring student achievement data. Classes will be smaller than traditional classes and students will receive more intense intervention during this class period.	Academic Support Program	Tier 2	Implement	08/28/2017	06/30/2020	\$0	Administrators Certified Staff
Professional development to support formative assessment goals.	Staff will be provided with professional development, including learning coach support on utilizing formative assessment.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Administrators Certified Staff Learning Coaches
Teacher training on standard alignment	Teachers will continue to unpack new standards and align assessments, both formative and summative, and units of instruction. This will include best practice instruction, training and learning coach support.	Direct Instruction, Curriculum Development, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Teachers Administrators Learning Coaches
Learning coach support	The Learning coach will provide support to certified staff with regard to improved ELA instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Learning Coach Administrators Teaching Staff
Learning Coach Support to improve student achievement and instruction	31A learning coach will provide support to certified staff with regard to improved ELA instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Principal Learning Coach Teachers

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Professional development on feedback - 3 types	Staff will be provided with professional development, including learning coach support on providing quality feedback.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Administration Certified Staff Learning Coaches
Teacher training on math intervention	Tier 2/3 students, or students who are at risk will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning coaches, special education staff, and interventionists (Guided Academics) will help facilitate math department meetings. Teachers will be trained in math recovery. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program, Technology, Professional Learning	Tier 3	Implement	08/26/2019	06/30/2020	\$0	Administration Teachers Learning Coaches MTSS teachers Special Education Teachers
MTSS and Supplementary Support	Multiple tiered student support system will be developed for students who score at or below the 40th percentile (tier 2) on external assessments (NWEA) and below the 20th percentile (tier 3). Tier 2 students will be enrolled in Math Guided Academics course for one class period a day. This class is taught by a highly qualified ELA teacher who has been trained in guided reading and monitoring student achievement data. Classes will be smaller than traditional classes and students will receive more intense intervention during this class period.	Academic Support Program	Tier 2	Implement	07/01/2017	06/30/2020	\$0	Certified Teachers Administration Learning Coach
Professional development to include intervention training	Certified staff will participate in professional development and lab/lesson study with colleagues on guided reading practice, conferring, and other strategies related to improving student learning within the Reading and Writing Workshop format. Staff will engage in data days 2-3 times per year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring.	Technology, Professional Learning	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	Certified Teachers Administration

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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. Teachers will collaborate in math department PLC with Guided Academics teachers to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices. Staff will monitor student math progress through assessments such as district and/or unit assessments and other formative assessments. Staff will meet regularly in department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students meeting the MTSS criteria will be enrolled in the Guided Academics for Math class where additional plans will be formed. This activity will require utilizing our technology data warehousing system to track interventions as well as supplemental materials to implement interventions.	Technology, Professional Learning	Tier 2	Implement	01/14/2019	06/30/2020	\$0	Certified Staff Learning Coaches Administration Technology/Data Coordinators Department Chairs
Collaboration with Classroom teacher	Collaboration between ELL, paraprofessional, and general/special education teachers to analyze data, determine intervention or tier 1 supports to include resources if necessary.	Academic Support Program, Teacher Collaboration, Policy and Process	Tier 1	Implement	08/26/2019	06/30/2020	\$0	ELL Teacher Classroom Teachers Special Education Teachers
Professional development to support formative assessment goals.	Staff will be provided with professional development, including learning coach support on utilizing formative assessment.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Administration Certified Staff Learning Coach

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Teacher training on math intervention	Tier 2/3 students, or students who are at risk will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning coaches, special education staff, and interventionists (Guided Academics) will help facilitate math department meetings. Teachers will be trained in math recovery. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program, Technology, Professional Learning	Tier 3	Implement	08/26/2019	06/30/2020	\$0	Administration Teachers Learning Coaches MTSS teachers Special Education Teachers
Professional development to include intervention training	Certified staff will participate in professional development and lab/lesson study with colleagues on guided reading practice, conferring, and other strategies related to improving student learning within the Reading and Writing Workshop format. Staff will engage in data days 2-3 times per year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring.	Technology, Professional Learning	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	Certified Teachers Administration
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? This will include any materials necessary to implement this activity, including but not limited to technology resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	Certified Teaching Staff Administration Learning Coach
STEM/PLTW/NGSX Training	Teachers will be trained in problem based learning and NGSX at all levels.	Technology, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/10/2019	\$0	Administration Science Staff
KUD Unit Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established.	Curriculum Development	Tier 1		08/28/2017	06/30/2020	\$0	Administration Teachers
Professional development on formative assessment.	Teachers will be provided with district PD on formative assessments.	Professional Learning	Tier 1	Monitor	07/01/2017	06/14/2019	\$0	Administration Certified Staff
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established.	Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Certified Staff Administration Learning Coach

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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, discussion, and cooperative learning).	Teacher Collaboration, Technology, Professional Learning, Walkthrough	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Learning Coaches Administration Department Chairs 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. Staff will provide students the opportunity for reading across the curriculum. This will also include materials necessary to implement this activity, including but not limited to technology resources.	Supplemental Materials, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Certified Staff Administration
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, conferences, 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.	Direct Instruction, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Administration Certified Staff Learning Coaches Department Chairs
Data Days to Plan Differentiation for improving instructional outcomes	Science department will have data analysis days that involve teacher teams analyzing 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.	Curriculum Development, Teacher Collaboration	Tier 2	Getting Ready	08/26/2019	06/30/2020	\$0	Administration Science Teaching Staff
Professional development on feedback - 3 types	Teachers will be provided with district PD on providing feedback to students based on what is learned from formative assessments.	Professional Learning	Tier 1	Implement	07/01/2017	06/14/2019	\$0	Administration Certified Staff

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Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, conferences, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning, discussion and cooperative learning). 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.	Supplemental Materials, Teacher Collaboration, Technology	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Learning Coaches Science Teachers ELA Teachers Administration
Teacher training on components of reading workshop 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 modeling and opportunities for 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 include training and materials to implement workshop and Springboard.	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Administration Teaching Staff
Learning coach support	31A Learning Coach will provide support to certified staff with regard to improved math instruction. Include on this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible.	Teacher Collaboration, Professional Learning	Tier 2	Monitor	07/01/2017	06/14/2019	\$0	Learning Coach Certified ELA Staff Administration
Teacher training on applying mathematical practices	Staff will participate in district professional development to include lab classroom, lesson studies, and collaboration to support development of best practice math strategies. 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) with teacher facilitating a student centered classroom to include conferring, group work, structures for collaboration, talk, choice, and share (reflection). Application/instruction on math practices will be evidenced by walk-through documentation and lesson plans.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2020	\$0	Administration Math Teachers Learning Coaches Special Education Teachers
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..	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Certified Teaching Staff Administration Learning Coach

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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. This will also include training and materials to implement advanced courses (Springboard).	Professional Learning	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Administration Teaching Staff
Professional development on inquiry based instructional strategies.	Teachers will be provided with professional development to support the change in curriculum (based on GIANTS model) and change in overall instructional philosophy toward inquiry based, modeling approach.	Curriculum Development, Technology	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Administration Certified Staff
Professional development on feedback - 3 types	Staff will be provided with professional development, including learning coach support on providing quality feedback.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Administration Certified Staff Learning Coaches
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. This will include enrichment training and materials necessary to implement advanced math courses.	Supplemental Materials, Academic Support Program, Professional Learning	Tier 2		08/27/2018	06/30/2020	\$0	Administration Teachers
Data Days to Plan Differentiation for improving instructional outcomes	Social Studies department will have data analysis days that involve teacher teams analyzing 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.	Supplemental Materials, Teacher Collaboration, Technology	Tier 2	Implement	08/26/2019	06/30/2020	\$0	Social Studies Staff Administration Learning Coaches
Professional development to support formative assessment goals.	Staff will be provided with professional development, including learning coach support on utilizing formative assessment.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Administration Certified Staff Learning Coach
Teacher training on standard alignment	Teachers will continue to unpack new standards and align assessments, both formative and summative, and units of instruction. This will include best practice instruction, training and learning coach support.	Direct Instruction, Curriculum Development, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Teachers Administration Learning Coaches

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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. Staff will provide students the opportunity for reading across the curriculum. This will also include materials necessary to implement this activity, including but not limited to technology resources.	Technology, Professional Learning	Tier 1	Implement	08/28/2017	06/30/2020	\$0	Teachers Administration
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.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Classroom and Special Education Teachers, Learning Coach Administration
Learning Coach Support to improve student achievement and instruction	31A learning coach will provide support to certified staff with regard to improved ELA instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Principal Learning Coach Teachers
Learning coach support	The Learning coach will provide support to certified staff with regard to improved ELA instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and making thinking visible strategies. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Learning Coach Administration Teaching Staff
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for students need to know, understand, and do will be established. Teachers should demonstrate KUD in lesson plans as well as 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	Monitor	07/01/2017	06/30/2020	\$0	Classroom Teachers Special Education Teachers Administration Learning Coach

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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? This will include any materials necessary to implement this activity, including but not limited to technology resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration, Technology	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Administration Certified Staff
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, math conferences, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning, discussion and cooperative learning).	Technology, Professional Learning	Tier 1		08/26/2019	06/30/2020	\$0	Administration Department Chairs Learning Coaches 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, discussion and cooperative learning). 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.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Certified ELA Staff Administration Learning Coach
Professional development on feedback - 3 types	Staff will be provided with professional development, including learning coach support on providing quality feedback.	Professional Learning	Tier 1		07/01/2017	06/30/2020	\$0	Administration Certified Staff
ELL Training	Classroom teachers, ELL teachers and other identified staff will receive and implement training to implement effective practices to support ELL students, to include materials and/or technology.	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Identified Teachers, ELL Staff
STEM/PLTW/NGSX Training	Teachers will be provided with professional development to support the change in curriculum (based on NGSS model) and change in overall instructional philosophy toward inquiry based, modeling approach.	Professional Learning	Tier 1	Implement	07/01/2017	06/14/2019	\$0	Administration Certified Staff

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Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for students need to know, understand, and do will be established.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/30/2020	\$0	Classroom Teachers Special Education Teachers Administration Learning Coach
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for students need to know, understand, and do will be established.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Administration Certified Teaching Staff
Collaboration with Classroom teacher	Collaboration between ELL, paraprofessional, and general/special education teachers to analyze data, determine intervention or tier 1 supports to include resources if necessary.	Academic Support Program, Teacher Collaboration, Policy and Process	Tier 1	Implement	08/26/2019	06/30/2020	\$0	ELL Teacher Classroom Teachers Special Education Teachers
Professional development to support formative assessment goals.	Staff will be provided with professional development, including learning coach support on utilizing formative assessment.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Administration Certified Staff Learning Coaches

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.	Supplemental Materials, Parent Involvement, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principals Teachers

Other

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM/PLTW/NGSX Training	Teachers will be trained in problem based learning and NGSX at all levels.	Technology, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/10/2019	\$0	Administration Science Staff
STEM/PLTW/NGSX Training	Teachers will be provided with professional development to support the change in curriculum (based on NGSS model) and change in overall instructional philosophy toward inquiry based, modeling approach.	Professional Learning	Tier 1	Implement	07/01/2017	06/14/2019	\$0	Administration Certified Staff