

Zemmer School Improvement Plan

2019 - 2020

Zemmer Campus 8/9
Lapeer Community Schools

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Overview

Plan Name

Zemmer School Improvement Plan 2019 - 2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Zemmer students will be proficient in writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
2	All Zemmer students will be proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$0
3	All Zemmer students will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$0
4	All Zemmer students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
5	All Zemmer students will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
6	All Zemmer students will be career and college ready by graduation.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$0

Goal 1: All Zemmer students will be proficient in writing.

Measurable Objective 1:

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

Strategy 1:

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

Category: English/Language Arts

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

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

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

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.

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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.	Materials, Teacher Collaboration, Technology, Professional Learning, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Section 31a	Administrators, Learning Coaches, Department Chairs, Teaching Staff
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	Technology, Professional Learning	Tier 1	Getting Ready	08/01/2019	06/30/2020	\$0	Section 31a	Administrators, Learning Coaches, Teaching Staff
Activity - Learning Coach Support to Improve Student Achievement and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Section 31a	Administrators, Learning Coaches, Department Chairs, Teaching Staff

Strategy 2:

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 - KUD Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop unit KUDs aligned to CCSS, as evidenced in lesson plans and units. Staff will work during collaboration to unpack standards and align unit instruction to KUD during and outside the school day. Teachers demonstrate KUDs in lesson plans, sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods of formative assessment based on KUD development.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Title II Part A	Administrators, Learning Coaches, Department Chairs, Teaching Staff
Activity - Data Analysis 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 necessary to implement AP courses and Springboard.	Academic Support Program, Professional Learning	Tier 2	Implement	08/01/2018	06/30/2020	\$0	Title II Part A	Administrators, Learning Coaches, Department Chairs, Teaching Staff
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Goal 2: All Zemmer students will be proficient in mathematics.

Measurable Objective 1:

demonstrate a proficiency on assessments in Mathematics by 06/30/2022 as measured by state level assessments.

Strategy 1:

High-Quality Instruction that is Learner Centered - Teachers will foster Student Engagement Through Quality Instruction and Deeper Learning Experiences and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Students will be cognitively engaged in instruction using high quality questioning, discussion and Cooperative Learning techniques. Activities and assignments will support exploration of content and purpose of the lesson. Staff will teach problem solving strategies and higher-order thinking concepts through delivery of differentiated mathematics lessons. Staff will assist students in monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including using visual representations in their work. Training, to include coaching, will be provided on student centered learning formats for instruction (Launch, Explore, Summarize and/or 5 E's models in math instruction/workshop models, and Kagan Strategies) and differentiation and feedback based on assessment data.

Category: Mathematics

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

What Works Clearinghouse. Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. (2009). IES: <https://ies.ed.gov/ncee/wwc/PracticeGuide/2>

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

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

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

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

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

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Students will receive individualized instruction within tier 1, as well as tier 2 and 3 interventions, as determined by MTSS scoring criteria. Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach, learning coaches and drop out prevention coordinator to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices. Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments. Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions.	Materials, Academic Support Program, Technology, Professional Learning, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2020	\$0	Section 31a	Principals, Learning Coaches, Technology /Data Coaches, Department Chairs, Classroom Teachers
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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)	Technology, Professional Learning	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Section 31a	Administrators, Learning Coaches, Department Chairs, Classroom Teachers

Activity - Teacher Training on Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Technology, Professional Learning	Tier 3	Implement	08/01/2018	06/30/2020	\$0	Section 31a	Administrators, Learning Coaches, Interventionists, Classroom Teachers and Support Staff

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

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Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/01/2018	06/01/2020	\$0	Section 31a	Administrators, Learning Coaches, Teachers
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Activity - Teacher Training on Applying Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 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	Tier 1	Implement	08/30/2018	06/30/2020	\$0	Section 31a	Administrators, math teachers, learning coaches, special education teachers and support staff

Strategy 2:

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

Category: Mathematics

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

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

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

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

Jayanthi, M., Gersten, R., Baker, S. (2008). *Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A guide for teachers*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Carol Ann Tomlinson, (1999). *Differentiated Instruction-Responding to the Needs of ALL Learners*

Tier: Tier 1

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Activity - KUD Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop KUDs aligned to CCSS, as evidenced in lesson plans and units. Staff will work during collaboration to unpack standards and align unit instruction to KUD (what students will Know, Understand and Do) during and outside the school day. Teachers demonstrate KUDs in lesson plans, sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Section 31a	Administrators, Learning Coaches, Teachers
Activity - Data Analysis Days to Plan Differentiation for Improving Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in data days 2-3 times each year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate. This will also include enrichment training and materials necessary to implement AP and Springboard.	Materials, Academic Support Program, Professional Learning	Tier 2	Implement	08/01/2018	06/30/2020	\$0	Title II Part A	Administrators, Learning Coaches, Teachers

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:Solution-Tree.

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

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

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

Using Student Achievement Data to Support Instructional Decision Making, IES/What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/practiceguides>

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

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

ASCD.

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

Tier: Tier 1

Activity - Participation in Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate in district and building level instructional rounds. Administrators and teacher leaders will assist teacher teams toward high functioning professional learning communities.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Title II Part A	Administrators and teachers

Activity - Data Analysis and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals. This will also include any materials necessary to implement this activity, including but not limited to technological resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration, Academic Support Program, Technology, Policy and Process	Tier 2	Implement	08/01/2018	06/30/2020	\$0	Title II Part A	Administrators, Learning Coaches, Teachers

Activity - MTSS and Supplementary Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction. Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices.	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Technology, Supplemental Materials	Tier 2	Implement	08/01/2018	06/30/2020	\$0	Section 31a	Administrators, Learning Coaches, Teachers

Goal 3: All Zemmer students will be proficient in reading.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2022 as measured by state and national 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 - High-Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.2) - Teachers will foster Student Engagement Through Quality Instruction and Deeper

Learning Experiences and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Model. Training, to include coaching, will be provided on student centered learning formats for instruction, such as essential practices in literacy, workshop model components, Cooperative Learning/Kagan Strategies, differentiation and feedback based on assessment data.

Category: English/Language Arts

Research Cited: 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 (Rtl) 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). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

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

Tier: Tier 1

Tier: Tier 1

Tier: Tier 1

Activity - Kagan Cooperative Learning Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in cooperative learning strategies through the Kagan program to support the characteristics of a student-centered classroom. Teachers will employ Kagan strategies in their classroom instructional practices. Teachers, administrators, and learning coaches will monitor the effectiveness of Kagan strategies through student perception surveys and achievement data, both formative and summative. Teachers, administrators and learning coaches will evaluate the effectiveness of Kagan strategies on student achievement.	Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/30/2020	\$0	Title II Part A	Teachers, administrators, learning coaches

Activity - Embedding Technology Use in Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive training in infusing technology into classroom instruction. Teachers will employ those strategies to embed technology in a meaningful way into instruction. Teachers, administrators, and learning coaches will monitor the effectiveness of technology used for instruction through student perception surveys and student achievement data. Teachers and administrators will analyze student survey data and student achievement data to evaluate the effectiveness of technology-infused instruction.	Direct Instruction, Technology	Tier 1	Getting Ready	08/27/2018	06/30/2020	\$0	General Fund	Teachers, administrators, learning coaches
Activity - Facilitate student-centered learning aligned to the Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively be facilitators of student-centered learning through Danielson training, ELA conferences, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning and discussion)	Walkthrough, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	09/02/2015	06/30/2020	\$0	Section 31a	Principals, Learning Coaches, Department Chairs, Teachers
Activity - Implement Essential Practices for Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on the literacy essential instructional practices (conferences, building and district professional development, labs, lesson studies, instructional rounds and coaching). A focus will be placed on implementing small group and individualized instruction, using a variety of grouping strategies. 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.	Teacher Collaboration, Technology, Professional Learning, Supplemental Materials	Tier 1	Implement	08/01/2019	06/30/2020	\$0	Section 31a	Principals, Learning Coaches, Department Chairs, Teachers
Activity - Implementation of MTSS and Student Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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8th grade students will be assessed 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria for intervention supports in Tier 2 and 3. Identification could include behavioral goals. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records, strategy groups, and Guided Academics. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supporting discipline practices through a book study on restorative practices involving staff and parent groups. Parents will receive updates on progress.	Behavioral Support Program, Academic Support Program, Parent Involvement, Technology, Professional Learning, Supplemental Materials	Tier 1	Implement	08/30/2018	06/30/2020	\$0	Section 31a	All certified teachers and administrators
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Activity - Learning Coach Support to Improve Student Achievement and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2020	\$0	Section 31a	All certified teachers and administrators

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

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Activity - Super Summer Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation to receive additional books through the mail. This will also include any materials and technology necessary to implement this activity.	Academic Support Program, Parent Involvement, Technology, Supplemental Materials	Tier 1	Implement	06/30/2016	06/30/2020	\$0	Section 31a	Administrators, Learning Coaches, Teachers

Strategy 2:

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

Category: English/Language Arts

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

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

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.

Tier: Tier 1

Tier: Tier 1

Activity - KUD Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	Professional Learning, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2020	\$0	General Fund	All teaching and administrative staff
Activity - Data Analysis Days to Plan Differentiation for Improving Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in data days 2-3 times each year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate. This will also include enrichment training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	01/01/2019	06/30/2020	\$0	Title II Part A	Administrative and teaching staff

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: English/Language Arts

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

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

Solution-Tree.

Boudett, K. P., City, E. A., & Murnane, R. J. (2014). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Cambridge, MA: Harvard Education 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.

What Works Clearinghouse. (2009) Using Student Achievement Data to Support Instructional Decision Making. IES:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

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

William, D. (2007). Content then process: Teacher learning communities in the service of formative assessment. In D.

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

Tier: Tier 1

Activity - Participation in Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff 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.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2020	\$0	Section 31a	Administrative and Teaching Staff

Activity - Data Analysis and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals. This will also include any materials necessary to implement this activity, including but not limited to technological resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	06/30/2016	06/30/2020	\$0	Section 31a	Administrative and teaching staff

Activity - MTSS and Supplementary Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction. Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices.	Academic Support Program, Technology, Supplemental Materials	Tier 2	Implement	08/30/2018	06/30/2020	\$0	Section 31a	Administrative, teaching and support staff

Goal 4: All Zemmer students will be proficient in science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all concepts in Science by 06/30/2022 as measured by state and national 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 - 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

Tier: Tier 1

Activity - Facilitate student-centered learning aligned to the Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning and discussion). Literacy essential training will be implemented with a focus on reading and writing within science. Learning coaches will support instructional shifts needed as a result of determined next steps.	Materials, Teacher Collaboration, Technology	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Title II Part A	Administrators, Learning Coaches, Department Chairs, Teachers, Interventionists

Activity - STEM/Project Lead The Way Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	Direct Instruction, Teacher Collaboration, Technology, Supplemental Materials	Tier 1	Implement	08/01/2018	06/01/2020	\$0	Title II Part A	Administrators, teaching staff
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Activity - Learning Coach Support to Improve Student Achievement and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Section 31a	Administrators, Learning Coaches, Teaching Staff

Strategy 2:

High-Quality 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: 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 - KUD Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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.	Technology , Professional Learning, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Title II Part A	Administrators, Learning Coaches, Teaching Staff
Activity - Data Analysis Days to Plan Differentiation for Improving Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and/or department team data analysis days will involve teacher teams to analyze summative, formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Teacher Collaboration, Curriculum Development	Tier 2	Getting Ready	05/29/2019	06/30/2020	\$0	Title II Part A	Administrators, learning coaches, teaching staff
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 NGSS at all levels. Teachers will receive training in resources aligned to NGSS such as PLTW, MiStar, AP, and revised curriculum.	Technology , Professional Learning	Tier 1	Getting Ready	08/01/2018	06/01/2020	\$0	Title II Part A	Administrators, learning coaches, teachers

Goal 5: All Zemmer students will be proficient in social studies.

Measurable Objective 1:

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

Strategy 1:

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

Category: Social Studies

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

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

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

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

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

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

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

Tier: Tier 1

Activity - KUD Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration and 1/2 day department meetings and/or before or after school to develop unit KUDs before each unit where clear outcomes, aligned standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Technology , Professional Learning, Curriculum Development	Tier 1	Implement	08/01/2018	06/01/2020	\$0	Title II Part A	Administrators, Learning Coaches, Department Chairs, Teaching Staff

Activity - Data Analysis Days to Plan Differentiation for Improving Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and/or department team data analysis days will involve teacher teams to analyze summative, formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 2	Getting Ready	08/28/2018	06/01/2020	\$0	Title II Part A	Administrators, Learning Coaches, Teaching Staff

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 unpack new standards and align assessments, both formative and summative, and units of instruction. This will include K-12 and not limited to best practice instruction and AP training.	Direct Instruction, Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Title II Part A	Administrators, Learning Coaches, Department Chairs, Teaching Staff
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Strategy 2:

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

Category: Social Studies

Research Cited: Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power 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 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	08/01/2018	06/30/2020	\$0	Title II Part A	Administrators, Learning Coaches, Department Chairs, Teaching Staff

Activity - Lesson and Unit Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use collaboration time as well as during or after the school day to unpack units of instruction, determine common formative and summative assessments, analyze results, and post unit reflection on gaps (ex. GIANTS and MAISA units). Substitutes and stipends may be required. Learning coaches will support instructional shifts needed as a result of determined next steps.	Teacher Collaboration, Technology, Professional Learning, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Title II Part A	Administrators, Learning Coaches, Department Chairs, Teaching Staff
Activity - Learning Coach Support to Improve Student Achievement and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Section 31a	Administrators, Learning Coaches, Teaching Staff

Goal 6: All Zemmer 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 PSAT/SAT benchmarks for college and career readiness.

Strategy 1:

Opportunity for meaningful steps toward post-secondary careers for High School Students - Opportunities for meaningful steps toward post-secondary careers for High School Students (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 ensure high school completion and post-secondary experiences by classroom teachers and drop-out prevention coordinators

Category: Career and College Ready

Research Cited: 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

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Activity - Activity - FAFSA nights and counselor support to enable students and parents to navigate FAFSA completion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FAFSA nights and counselor support to enable students and parents to navigate FAFSA completion	Career Preparation /Orientation	Tier 1	Implement	09/01/2019	06/30/2020	\$0	General Fund	Counselors , principal
Activity - Opportunities for college/career education coursework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dual enrollment, Early Middle College, Advanced Placement, Career/Technical Education courses offered and monitored by rates of successful completion.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	Teachers, counselors, principals
Activity - Quality mentor guidance for students in virtual coursework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors will provide guidance, monitoring and support for students to promote student success, as monitored by rates of students passing virtual courses.	Academic Support Program, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	Mentors, administrators
Activity - Drop Out Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The drop out prevention coordinator will assist students in monitoring progress toward graduation and implementing strategies for successful course completion. The drop out prevention coordinator will also collaborate with classroom teachers, administrators and counselors to plan/coordinate supports for students.	Behavioral Support Program, Academic Support Program, Supplemental Materials	Tier 2	Implement	06/30/2019	06/30/2020	\$0	Section 31a	Drop Out Prevention Coordinator , Teaching Staff, Administrators

Strategy 2:

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

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Activity - Exposure to Career Informational Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exposure to a variety of age appropriate career informational resources in grades k-12. Including: 1 or more experiences in a field of student interest/aptitude with follow-up/reflection AND Opportunities to discuss career interests, options and preparations with a knowledgeable adult. In k-6 the focus is on career zones and in 7-12 on career clusters.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	Administrators, Learning Coaches, Teaching Staff

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 6-12 that ensure connections with workers/experts in a variety of fields, including: Instruction that ensures every student in grade 12 knows how to develop and use a resume, letter of reference, school record and talent portfolio (Portfolio contents: experiences, proficiencies, certifications, accomplishments for demonstrating talent/marketable skills); Opportunity for every student in grade 7 to develop an educational development plan; Review/Revision of the EDP in grade 8 and beyond as appropriate under supervision of counselor or designee; use of the EDP in career goals and CTE options; and opportunities to examine information of various types of careers and careers specific to interest during EDP development.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	Administrators, Learning Coaches, Teaching Staff

Strategy 3:

Supportive, Positive 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
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Staff training on Supportive School Climates: Restorative Practices and PBIS practices including Positivity Project in order to promote positive school climates, enhance PBIS initiatives and promote supportive school discipline.	Behavioral Support Program, Parent Involvement, Professional Learning, Supplemental Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	Administrators, Learning Coaches, Teaching Staff
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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, Academic Support Program, Parent Involvement	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Section 31a	Administrators, Learning Coaches, Teaching Staff

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
Learning Coach Support to Improve Student Achievement and Instruction	Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/01/2018	06/01/2020	\$0	Administrators, Learning Coaches, Teachers
Data Analysis and Collaboration	Teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals. This will also include any materials necessary to implement this activity, including but not limited to technological resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	06/30/2016	06/30/2020	\$0	Administrative and teaching staff

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<p>Implementation of MTSS and Student Progress Monitoring</p>	<p>8th grade students will be assessed 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria for intervention supports in Tier 2 and 3. Identification could include behavioral goals. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records, strategy groups, and Guided Academics. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supporting discipline practices through a book study on restorative practices involving staff and parent groups. Parents will receive updates on progress.</p>	<p>Behavioral Support Program, Academic Support Program, Parent Involvement, Technology, Professional Learning, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/30/2018</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>All certified teachers and administrators</p>
<p>Parent and Family Engagement</p>	<p>Development and implementation of a Parent/Family Engagement plan at every building, communication and materials to engage parents.</p>	<p>Community Engagement, Academic Support Program, Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Learning Coaches, Teaching Staff</p>

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<p>Teacher Training on Applying Mathematical Practices</p>	<p>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.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/30/2018</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, math teachers, learning coaches, special education teachers and support staff</p>
<p>Learning Coach Support to Improve Student Achievement and Instruction</p>	<p>Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Learning Coaches, Teaching Staff</p>
<p>Implement Essential Practices for Literacy Instruction</p>	<p>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</p>	<p>Technology, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Learning Coaches, Teaching Staff</p>

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Drop Out Prevention	The drop out prevention coordinator will assist students in monitoring progress toward graduation and implementing strategies for successful course completion. The drop out prevention coordinator will also collaborate with classroom teachers, administrators and counselors to plan/coordinate supports for students.	Behavioral Support Program, Academic Support Program, Supplemental Materials	Tier 2	Implement	06/30/2019	06/30/2020	\$0	Drop Out Prevention Coordinator, Teaching Staff, Administrators
Participation in Instructional Rounds	Teachers and administrators will participate in district and building level instructional rounds. Administrators and teacher leaders will assist teacher teams toward high functioning professional learning communities.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2020	\$0	Administrative and Teaching Staff
Teacher Training on Math Intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Technology, Professional Learning	Tier 3	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Interventionists, Classroom Teachers and Support 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, 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.	Materials, Teacher Collaboration, Technology, Professional Learning, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Department Chairs, Teaching Staff
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning and discussion)	Technology, Professional Learning	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Department Chairs, Classroom Teachers
Learning Coach Support to Improve Student Achievement and Instruction	Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2020	\$0	All certified teachers and administrators

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<p>Learning Coach Support to Improve Student Achievement and Instruction</p>	<p>Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Learning Coaches, Teaching Staff</p>
<p>MTSS and Supplementary Support</p>	<p>Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction. Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices.</p>	<p>Teacher Collaboration, Behavioral Support Program, Academic Support Program, Technology, Supplemental Materials</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Learning Coaches, Teachers</p>
<p>Super Summer Success</p>	<p>Students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation to receive additional books through the mail. This will also include any materials and technology necessary to implement this activity.</p>	<p>Academic Support Program, Parent Involvement, Technology, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/30/2016</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Learning Coaches, Teachers</p>

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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 and discussion)	Walkthrough, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	09/02/2015	06/30/2020	\$0	Principals, Learning Coaches, Department Chairs, Teachers
MTSS and Supplementary Support	Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction. Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supportive discipline practices.	Academic Support Program, Technology, Supplemental Materials	Tier 2	Implement	08/30/2018	06/30/2020	\$0	Administrative, teaching and support staff
KUD Unit Development	Develop KUDs aligned to CCSS, as evidenced in lesson plans and units. Staff will work during collaboration to unpack standards and align unit instruction to KUD (what students will Know, Understand and Do) during and outside the school day. Teachers demonstrate KUDs in lesson plans, sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Teachers

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<p>Implement Essential Practices for Literacy Instruction</p>	<p>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.</p>	<p>Teacher Collaboration, Technology, Professional Learning, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Principals, Learning Coaches, Department Chairs, Teachers</p>
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<p>MTSS and Student Progress Monitoring</p>	<p>Students will receive individualized instruction within tier 1, as well as tier 2 and 3 interventions, as determined by MTSS scoring criteria. Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach, learning coaches and drop out prevention coordinator to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices. Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments. Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions.</p>	<p>Materials, Academic Support Program, Technology, Professional Learning, Supplemental Materials</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Principals, Learning Coaches, Technology /Data Coaches, Department Chairs, Classroom Teachers</p>
<p>Learning Coach Support to Improve Student Achievement and Instruction</p>	<p>Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures. Administrators will monitor using walk-through data to measure instructional practice transfer of goals.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Learning Coaches, Department Chairs, Teaching Staff</p>

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Embedding Technology Use in Classroom Instruction	Teachers will receive training in infusing technology into classroom instruction. Teachers will employ those strategies to embed technology in a meaningful way into instruction. Teachers, administrators, and learning coaches will monitor the effectiveness of technology used for instruction through student perception surveys and student achievement data. Teachers and administrators will analyze student survey data and student achievement data to evaluate the effectiveness of technology-infused instruction.	Direct Instruction, Technology	Tier 1	Getting Ready	08/27/2018	06/30/2020	\$0	Teachers, administrators, learning coaches
Activity - FAFSA nights and counselor support to enable students and parents to navigate FAFSA completion	FAFSA nights and counselor support to enable students and parents to navigate FAFSA completion	Career Preparation /Orientation	Tier 1	Implement	09/01/2019	06/30/2020	\$0	Counselors , principal
Quality mentor guidance for students in virtual coursework	Mentors will provide guidance, monitoring and support for students to promote student success, as monitored by rates of students passing virtual courses.	Academic Support Program, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Mentors, administrators
Opportunities for college/career education coursework	Dual enrollment, Early Middle College, Advanced Placement, Career/Technical Education courses offered and monitored by rates of successful completion.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Teachers, counselors, principals
KUD Unit Development	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	Professional Learning, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2020	\$0	All teaching and administrative staff

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Exposure to Career Informational Resources	Exposure to a variety of age appropriate career informational resources in grades k-12. Including: 1 or more experiences in a field of student interest/aptitude with follow-up/reflection AND Opportunities to discuss career interests, options and preparations with a knowledgeable adult. In k-6 the focus is on career zones and in 7-12 on career clusters.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrators, Learning Coaches, Teaching Staff
Work-based learning activities	Programs to provide work-based learning activities in grades 6-12 that ensure connections with workers/experts in a variety of fields, including: Instruction that ensures every student in grade 12 knows how to develop and use a resume, letter of reference, school record and talent portfolio (Portfolio contents: experiences, proficiencies, certifications, accomplishments for demonstrating talent/marketable skills); Opportunity for every student in grade 7 to develop an educational development plan; Review/Revision of the EDP in grade 8 and beyond as appropriate under supervision of counselor or designee; use of the EDP in career goals and CTE options; and opportunities to examine information of various types of careers and careers specific to interest during EDP development.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrators, Learning Coaches, Teaching Staff

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 Standard Alignment	Teachers will unpack new standards and align assessments, both formative and summative, and units of instruction. This will include K-12 and not limited to best practice instruction and AP training.	Direct Instruction, Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Department Chairs, Teaching Staff
Data Analysis and Collaboration	Teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals. This will also include any materials necessary to implement this activity, including but not limited to technological resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration, Academic Support Program, Technology, Policy and Process	Tier 2	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Teachers
Data Analysis Days to Plan Differentiation for Improving Instructional Outcomes	Grade level and/or department team data analysis days will involve teacher teams to analyze summative, formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Teacher Collaboration, Curriculum Development	Tier 2	Getting Ready	05/29/2019	06/30/2020	\$0	Administrators, learning coaches, teaching staff
Data Analysis Days to Plan Differentiation for Improving Instructional Outcomes	Grade level and/or department team data analysis days will involve teacher teams to analyze summative, formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 2	Getting Ready	08/28/2018	06/01/2020	\$0	Administrators, Learning Coaches, Teaching Staff

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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	Direct Instruction, Teacher Collaboration, Technology, Supplemental Materials	Tier 1	Implement	08/01/2018	06/01/2020	\$0	Administrators, teaching staff
Lesson and Unit Collaboration	Teachers will use collaboration time as well as during or after the school day to unpack units of instruction, determine common formative and summative assessments, analyze results, and post unit reflection on gaps (ex. GIANTS and MAISA units). Substitutes and stipends may be required. Learning coaches will support instructional shifts needed as a result of determined next steps.	Teacher Collaboration, Technology, Professional Learning, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Department Chairs, Teaching Staff
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	08/01/2018	06/30/2020	\$0	Administrators and teachers
KUD Unit Development	Develop unit KUDs aligned to CCSS, as evidenced in lesson plans and units. Staff will work during collaboration to unpack standards and align unit instruction to KUD during and outside the school day. Teachers demonstrate KUDs in lesson plans, sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods of formative assessment based on KUD development.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Department Chairs, Teaching Staff

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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, MiStar, AP, and revised curriculum.	Technology, Professional Learning	Tier 1	Getting Ready	08/01/2018	06/01/2020	\$0	Administrators, learning coaches, teachers
KUD Unit Development	Staff will work during collaboration and 1/2 day department meetings and/or before or after school to develop unit KUDs before each unit where clear outcomes, aligned standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Technology, Professional Learning, Curriculum Development	Tier 1	Implement	08/01/2018	06/01/2020	\$0	Administrators, Learning Coaches, Department Chairs, Teaching Staff
Data Analysis 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 necessary to implement AP courses and Springboard.	Academic Support Program, Professional Learning	Tier 2	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Department Chairs, Teaching Staff
KUD Unit Development	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.	Technology, Professional Learning, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Teaching Staff

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Data Analysis Days to Plan Differentiation for Improving Instructional Outcomes	Staff will engage in data days 2-3 times each year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate. This will also include enrichment training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	01/01/2019	06/30/2020	\$0	Administrative and teaching staff
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning and discussion). Literacy essential training will be implemented with a focus on reading and writing within science. Learning coaches will support instructional shifts needed as a result of determined next steps.	Materials, Teacher Collaboration, Technology	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Department Chairs, Teachers, Interventionists
Teacher training on components of Reading Workshop, AP and Springboard	Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice, strategy groups, conferring and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating close and critical reading/text dependent analysis. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2020	\$0	All administrative and teaching staff

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Positive Behavioral Practices and Supports	Staff training on Supportive School Climates: Restorative Practices and PBIS practices including Positivity Project in order to promote positive school climates, enhance PBIS initiatives and promote supportive school discipline.	Behavioral Support Program, Parent Involvement, Professional Learning, Supplemental Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrators, Learning Coaches, Teaching Staff
Kagan Cooperative Learning Training	Teachers will be trained in cooperative learning strategies through the Kagan program to support the characteristics of a student-centered classroom. Teachers will employ Kagan strategies in their classroom instructional practices. Teachers, administrators, and learning coaches will monitor the effectiveness of Kagan strategies through student perception surveys and achievement data, both formative and summative. Teachers, administrators and learning coaches will evaluate the effectiveness of Kagan strategies on student achievement.	Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/30/2020	\$0	Teachers, administrators, learning coaches
Data Analysis Days to Plan Differentiation for Improving Instructional Outcomes	Staff will engage in data days 2-3 times each year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate. This will also include enrichment training and materials necessary to implement AP and Springboard.	Materials, Academic Support Program, Professional Learning	Tier 2	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Teachers
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning and discussion). Literacy essential training will be implemented with a focus on reading and writing within social studies. Learning coaches will support instructional shifts needed as a result of determined next steps.	Direct Instruction, Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	08/01/2018	06/30/2020	\$0	Administrators, Learning Coaches, Department Chairs, Teaching Staff