



District Improvement Plan

Lapeer Community Schools

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Lapeer, MI 48446-1873

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Lapeer Community Schools provides educational experiences for a rural community in eastern Michigan, servicing just under 6,000 students. Due to a host of powerful demographic forces (economic recession, job loss, declining birth rate, etc.), the total enrollment of Lapeer Community Schools has declined over the last five years and is projected to decline by nearly 1,000 students by 2017. In addition, the number of students qualifying for free/reduced lunch has increased over the last several years, as families grapple with the difficult economic times within our state.

Recognizing the ongoing financial constraints the district faces, Lapeer Schools has developed a strategic plan that outlines opportunities for student choice and innovation while also right-sizing the district. Right-sizing the district resulted in closing two elementary facilities and redistricting elementary students, creating significant change in the elementary populations at each building in the district.

In addition, to right-sizing the district, various opportunities are being developed for students, including attendance of a year-round elementary school, virtual learning experiences for secondary students, and future extended day experiences for enrichment and academic support for secondary students. Enhancing the academic program in a period of declining revenue is the greatest challenge the district faces, yet a clear path for doing so has been outlined.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

Vision: Excellence in all we do for our students, our schools, and our community through continuous improvement; diligent effort; and innovative design.

Mission Statement: Lapeer Community Schools is a dynamic community organization embracing our students with a quality learning environment, developing independent and confident learners for the future.

Board of Education Goal: We will inspire our students and staff to reach their full potential, creating a greater District and a stronger community. Greatness is within our grasp.

Belief Statements:

*Every student is important.

*Education is a key that opens opportunities for every person.

*Challenging expectations result in greater achievement and success.

*In a safe, respectful, and positive learning environment.

*In a school culture that nurtures a life-long love of learning.

*In a commitment to continuous improvement.

*In being a dynamic organization in a competitive and ever-changing world.

*Student success requires effort and commitment from themselves, other students, family, school staff, and the entire community.

*A successful school district is dependent upon qualified and dedicated staff who are valued and supported.

Ensuring all students receive a quality education is evident through the district's commitment to enhancing the educational programming for all students. Whether expanding opportunities for students to learn outside of the school day, to offering options for a year-round calendar, to reaching out to non-traditional students interested in attendance at the virtual academy or the future High School Options Campus, developing varied experiences that best meet individual students' needs remains the commitment and focus of Lapeer Community Schools.

In addition, the district has committed to its purpose by defining clear, measurable goals to achieve the district's mission and beliefs. The progress toward the achievement of these goals is assessed regularly through the analysis of student achievement data, which is monitored by staff and the Board of Education.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Several years ago, Lapeer Community Schools opened two middle school buildings and restructured the middle school program, moving sixth grade students out of the elementary buildings. This has enhanced the learning experiences for our adolescent learners. In addition, in the last year, our district has provided choices to our local families, including offering a virtual learning experience for students through our virtual learning center. In addition, we restructured Turrill Elementary, displacing all of the students and staff there, to re-open it as a year-round elementary building. Families throughout the district had options as to what type of program to offer their child. Those interested in the year-round concept applied and were accepted through a lottery system, with students and staff from around the district now comprising the building.

Lastly, with a focus on literate learners, Lapeer Community Schools has developed an intervention process that supports elementary students not reading at grade level. A plan of support is developed for students that is in addition to the whole class reading workshop activities. This process is expanding to our middle and high school programs. In the next several years, the choices available to students will continue to increase with the consolidation of our high schools. Students in middle school and high school will have multiple opportunities for enrichment and academic support through extended day services.

In addition, our district is currently working on 4-five year goals, including the following:

Developing a laser focused curriculum (aligned with common core and designed to meet the rigorous expectations for students to support them in being college and career ready.)

Implementing core K-12 instructional strategies. This year, we are focusing on several research-based strategies in all classrooms, including the posting of lesson objectives and the implementation of literacy strategies. This will continue over the next several years.

Building leadership capacity. Our work in this area includes modeling and fostering collaboration among all staff to support true professional learning communities.

Supporting all students in reading on level or making 1.5 years growth in reading. This goal is closely linked to all of our goals, as we feel that success in the first three goals will lead us to success in our fourth goal. We want to improve the research-based strategies all teachers use to support students in every content area in becoming better readers.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Lapeer Community Schools remains committed to providing all students with a quality learning environment, through differentiation and choices to best meet individual student needs.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

A district school improvement team was established in January of 2011 for the purpose of designing, monitoring and evaluating the district improvement plan. In 2011, the team met monthly from February through June to solicit input for the comprehensive needs assessment (CNA), report on the district process rubrics, and review and analyze data. The district team, comprised of parents, staff, and board members, reviewed the district mission and updated district vision and belief statements to ensure alignment to current focus. The district SIP team developed updated district goals and identified future professional development needs aligned to district goals and ensured that the allocation of state and federal grants align with district needs. During year two and three of the current plan, 2011-2013, the same district team was not assembled. For 2012-2013, building principals were asked to seek staff and parent representation for the district SIP team. Those representatives, comprised of parents, teaching staff, support staff, and administrators, were invited to meet as a SIP team via letter. In addition, data and SIP goals were reviewed and monitored through department chairs and the K-12 leadership team. Additional information was solicited through an extensive building SIP review process as well as a community survey from 2011-2012. Information collected was considered in reviewing and modifying goals and extending the professional development plan for the upcoming year. Meetings were held after school hours so that parents and staff were able to attend.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Committee members, comprised of parents and staff (teaching and administrative staff attended the meetings), shared equal roles in analyzing the data and determining modifications needed and additional data needed to make informed decisions related to the school improvement plan.

All of the department chairs participated via regular reviews of assessment data and monitoring of progress on goals.

The board of education regularly monitored the various data sources and the steps toward progress on the identified goals through committee review at the board teaching and learning committee. These updates were then shared via reading of minutes at board meetings.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The school improvement plan is accessed on our district website. In addition, to notify parents of its availability, in our published News and Views, parents are directed to the website and are told they can receive a hard copy of the DIP by contacting the district office.

Through the review of assessment data and the progress toward district goals, done each trimester with the Board of Education, stakeholders are informed on progress toward the goals. Also, staff receive the assessment progress updates at department chair and learning coach meetings/minutes, which is done at least each trimester. This is done in a meeting in which minutes are maintained.

District Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

District Additional Requirements Diagnostic

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

Assurance	Response	Comment	Attachment
The District School Improvement Team reviews the CIMS data.	Yes		

Assurance	Response	Comment	Attachment
CIMS data is used to prepare our District Improvement Plan.	Yes		

Assurance	Response	Comment	Attachment
The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Assurance	Response	Comment	Attachment
The district has a process to monitor adult and student use of the internet.	Yes		

Assurance	Response	Comment	Attachment
The district has an Internet Safety Policy in place.	Yes		District Policy for students

Assurance	Response	Comment	Attachment
The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		District Policy Staff

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Assurance	Response	Comment	Attachment
The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	Regular assessment of bandwidth use occurs to ensure that appropriate access is maintained to support teaching and learning in all schools. Although not collected annually, prior to the completion of the district technology plan, feedback is requested by committee members who establish goals and provide direction for hardware and software needs to support teaching and learning in all schools. These needs are then used to determine the allocation of both general funds and bond funds used to support technology.	

Assurance	Response	Comment	Attachment
The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	Although not collected annually, the district committee charged with the development of the district technology plan solicits input from staff members and families regarding the needs of schools related to infrastructure, hardware and software in all buildings. This information is used to develop the technology plan which informs the allocation of bond and general fund dollars for technology. Annual staff surveys are used to solicit input for professional development needs in the area of technology and instructional technology. This information is used to determine both the content of the tech	

Assurance	Response	Comment	Attachment
The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	Instructional technology coaches at all levels are supported through general education funds to provide support to effectively integrate technology in classrooms. Instructional technology coaches assess staff need through surveys. Results shape the development of ongoing professional development that supports the use of technology with a focus on technology used as an instructional tool. Coaches provide support for teachers through workshop format professional development opportunities, the development of resources on district website, and one-on-one classroom support	

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Assurance	Response	Comment	Attachment
The district adjusts its curriculum to include technology literacy for all students.	Yes	All METS (Michigan Educational Technology Standards) benchmarks are assigned and delivered at appropriate grade levels in the district K-8 technology curriculum. The district annually reviews results from the 8th Grade Technology Literacy Proficiency results to consider any necessary adjustment that need to be made to the technology curriculum.	

Assurance	Response	Comment	Attachment
The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Elementary specials were adjusted to allow implementation of a weekly 45-minute technology block for all K-5 students. Middle school student schedules now include required technology courses at grades 6, 7, and 8. 12th grade ELA curriculum includes a log of online learning required of each student in order to meet Michigan Merit Curriculum requirements.	

Assurance	Response	Comment	Attachment
The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	The board policy attached outlines the district's non-discrimination and access to equal educational opportunity policy.	Board Non Discrimination/Equal Access Policy

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Kim Seifferly Executive Director for Human Resources 250 Second Street, Lapeer Michigan 48446 810-538-1602	

Assurance	Response	Comment	Attachment
The District has a District Board Policy that is related to Parent Involvement.	Yes	The district has two policies related to parent involvement, including a Title I policy for parent involvement, which is attached. A second policy outlines additional general parent involvement policies.	Lapeer Parent Involvement Board Policy

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Assurance	Response	Comment	Attachment
The District has additional information necessary to support your improvement plan.	Yes	The data used to analyze district and building needs is maintained by the district's department of instruction.	

District SIP Plan

Overview

Plan Name

District SIP Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All LCS students will be proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$33660
2	All students will increase proficiency in reading.	Objectives: 2 Strategies: 4 Activities: 12	Academic	\$719308

Goal 1: All LCS students will be proficient in mathematics.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 5% increase of Students with Disabilities students will Demonstrate a proficiency on assessments in Mathematics by 06/13/2014 as measured by monitoring district common assessment data, MEAP data, and MME data..

Strategy 1:

Data Informed Instruction - Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of assessment results to improve math proficiency of all students, including students with disabilities, as evidenced by targeted, individualized interventions.

Research Cited: Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities.

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.

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

Fullan, M., Hill, P., & 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).

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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.

Activity - Tiered Intervention System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to utilize evidence-based interventions through a system of tiered interventions to improve students math achievement. Schools: All Schools	Professional Learning	08/28/2012	06/19/2015	\$2900	Title II Part A	Department of instruction; K-12 Principals; Department Chairs; Learning Coaches; Teachers

Activity - Assessment Data Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative teams will be trained in utilizing formative and summative assessment data to improve student achievement. Teachers will collaborate with the District Data Coach and Learning Coaches to learn effective use of data to inform instructional practices. Schools: All Schools	Recruitment and Retention	08/28/2012	06/19/2015	\$9720	Title II Part A	Department of instruction staff, K-12 principals, learning coaches, technology/data coaches, department chairs

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on common core state standards using best-practice strategies. Schools: All Schools	Professional Learning	08/28/2012	06/19/2015	\$2900	Title II Part A	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will learn and apply research-based, differentiated instruction practices based on identified student needs to address at-risk learners. These strategies will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, conference attendance, and imbedded professional development opportunities.</p>	<p>Professional Learning</p>	<p>08/28/2012</p>	<p>06/19/2015</p>	<p>\$7450</p>	<p>Title II Part A</p>	<p>Teachers; K-12 principals; department chairs; department of instruction; learning coaches</p>
<p>Schools: All Schools</p>						

Strategy 2:

Math Curriculum Alignment - Instructional staff will follow a math curriculum aligned to state common core and college readiness standards as appropriate to improve math proficiency of all students, including students with disabilities, as evidenced by math curriculum documents, instruction, and assessments. They will use this information to identify essential knowledge and skills.

Staff will refine essential learnings in content areas.

Staff will align curriculum documents with these learnings

The strategy will be monitored by reviewing the completion of the curriculum documents.

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)

Activity - Aligned Curriculum Documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will align the essential learning (knowledge and skills) with college and career readiness standards and common core state standards. Staff will determine what course content and topics can be eliminated in order to focus on essential curriculum. They will determine how to best sequence the content of each course and establish pacing guides to help students achieve the essential learning of each unit of instruction. Schools: All Schools	Professional Learning	08/30/2010	06/20/2014	\$5690	Title II Part A	of instruction; K-12 principals; department chairs, learning coaches, teacher representatives
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Activity - Lesson Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to review curriculum alignment documents to collaboratively discuss and develop lessons that are founded in research-based practices and that align with the documents, including work to explore lesson study. Schools: All Schools	Professional Learning	09/03/2013	06/17/2016	\$5000	Title II Part A	Teachers, Learning Coaches, K-12 Principals, Department of Instruction, Department Chairs

Goal 2: All students will increase proficiency in reading.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 5% increase of Students with Disabilities students will Demonstrate a proficiency on MME, MEAP, and common assessments in English Language Arts by 06/20/2014 as measured by analyzing improvement of special education students on the MME, MEAP, and district common assessments.

Strategy 1:

Explicit Informational Reading and Writing Instruction - Instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through training, lab classroom experiences, and other professional development. This will be monitored by classroom observations and improvement in student achievement on informational reading/writing assessments.

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

Russell, S. (2005) Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers. Published Dissertation, University of Maryland.

Schott, C. (2007). Improving adolescent literacy: Content area strategies at work. Journal of Adolescent & Adult Literacy, 51(1), 86.

U.S. Department of Education NCEE 2008-4027 Report, from What Works Clearinghouse (August 2009).Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide, Institute of Education Services, Kamil, Borman, Dole, Krall, Salinger and Torgesen.

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U.S. Department of Education NCEE 2010-4038 Report, from What Works Clearinghouse Improving reading comprehension in kindergarten through 3rd grade: A Practice Guide, (2010). Institute of Education Services, Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J.

Activity - Professional Development in Effective Reading and Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in ongoing professional development in research-based ELA instruction, including collaborative lab classroom observations, cross-curricular integration, in-depth study of the workshop model, and workshops in instructional methods. Schools: All Schools	Professional Learning	08/28/2012	06/19/2015	\$5150	Title II Part A	K-12 Leadership Teams, Learning Coaches, Interventionists, Teachers, Department Chairs

Strategy 2:

Data Informed Instruction - Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of assessment results to improve reading proficiency of all students, including students with disabilities, as evidenced by targeted, tiered interventions.

Research Cited: Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that Response to Intervention and differentiating appropriately has a great effect on student achievement.

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.

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

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

Fullan, M., Hill, P., & CrÃ??Ã?Ã?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),

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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.

Activity - Focus on Effective Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement research-based, differentiated instructional practices based on identified student needs to address at-risk learners. Collaborative teams will collectively make decisions by building shared knowledge of evidence-based practices. Strategies will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, conference attendance, and imbedded professional development opportunities. Schools: All Schools	Professional Learning	08/28/2012	06/19/2015	\$13600	Title II Part A	Department of instruction; K-12 principals; Learning Coaches; Technology Coaches; Department Chairs

Activity - Reading Recovery Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified elementary coaches and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation. Schools: Emma Murphy Elementary School, Mayfield Elementary School, C.K. Schickler Elementary School, Elva Lynch Elementary School	Professional Learning	08/22/2011	09/01/2015	\$5600	Title I Schoolwide	Learning Coaches

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on common core state standards using best-practice strategies. Schools: All Schools	Professional Learning	08/28/2012	06/19/2015	\$1200	Title II Part A	Department of Instruction, K-12 Principals, Learning Coaches, Department Chairs, Teachers

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Activity - Tiered Intervention System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn to utilize evidence-based interventions through a system of tiered interventions to improve students reading achievement. All staff will develop and provide evidence-based systematic interventions that guarantee each student will receive additional time and support for improving reading achievement through ongoing training from learning coaches and interventionists related to their intervention training in AARI and reading recovery. In addition to Tier 1 instructional strategies, interventionists at each grade span will provide appropriate tier 2 and 3 support to those students significantly below grade level. Specifically, interventionists will provide Reading Recovery support to 1st graders in the lowest 20th percentile; and AARI (Accelerated Adolescent Literacy Initiative) support at the 6-12 grade levels.</p> <p>Schools: All Schools</p>	Professional Learning	08/28/2012	06/19/2015	\$600000	Title I Part A	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
Activity - Assessment Analysis PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Collaborative teams will learn to effectively analyze formative and summative common assessment data to inform instructional practices and improve student achievement. They will work with instructional and data coaches through data analysis protocols to identify student strengths and weaknesses in order to adjust instruction.</p> <p>Schools: All Schools</p>	Professional Learning	08/28/2012	06/19/2015	\$50258	Title II Part A	K-12 leadership team will work in collaboration with learning coaches and department chairs to implement this activity.
Activity - Reading Recovery Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Identified elementary interventionists and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.</p> <p>Schools: Emma Murphy Elementary School, Mayfield Elementary School, Turrill Elementary School, C.K. Schickler Elementary School, Elva Lynch Elementary School</p>	Professional Learning	08/29/2011	09/01/2015	\$4800	Title II Part A	Interventionists, Special Education Teachers, Learning Coaches
Activity - Progress Monitoring System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will monitor student progress and track students who are reading below grade level and/or are failing core subject-area classes. Collaborative teams along with instructional coaches, will monitor the learning of each student's achievement on essential outcomes in ELA through a series of frequent common formative assessments. Schools: All Schools	Other	08/28/2012	06/19/2015	\$3300	Title II Part A	Department of Instruction, K-12 Principals, Learning Coaches, Department Chairs
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Strategy 3:

Align ELA curriculum and assessments - Instructional staff will utilize a common ELA curriculum, as well as formative and summative assessments that are aligned to state common core and college readiness standards as appropriate to improve reading proficiency of all students, including students with disabilities, as evidenced by ELA curriculum documents, instruction, and assessments. They will use this information to identify essential knowledge, skills and dispositions.

Staff will identify essential learnings.

Research Cited: Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, "...can effectively double the speed of student learning" (William)

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.

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

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

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

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

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Activity - Curriculum and Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will revise identified power standards based on college and career readiness standards and common core state standards. Staff will learn how to unwrap priority standards and develop common formative and summative assessments to measure the most essential targets. They will determine how to best sequence the content of each course and establish pacing guides to help students achieve the essential learning of each unit of instruction.</p> <p>Schools: All Schools</p>	Professional Learning	08/28/2012	06/19/2015	\$14400	Title II Part A	Department of instruction; K-12 principals; Learning Coaches; Department Chairs, Teacher Representatives

Measurable Objective 2:

A 5% increase of English Learners students will Demonstrate a proficiency on reading and writing MME, MEAP, and common assessment results in English Language Arts by 06/13/2014 as measured by monitoring and analyzing MME, MEAP, and common assessment results.

Strategy 1:

Additional Support for English Learners - Staff will provide focused, intensive small group interventions for English Language Learners. Specifically, staff will provide explicit, direct instruction in the areas of structured language practice, peer-assisted learning opportunities, phonological awareness, phonics, reading fluency, vocabulary, and comprehension.

Research Cited: Denton, C. A., Anthony, J. L., Parker, R., & Hasbrouck, J. E. (2004). Effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *The Elementary School Journal*, 104, 289-305.

Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school: A follow-up. *The Journal of Special Education*, 36, 69-79.

Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., et al. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal*, 43.

Activity - Collaboration with Classroom Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Interventionist staff will collaborate with classroom teacher to review students' instructional needs and determine appropriate reading resources.</p> <p>Schools: All Schools</p>	Other	09/04/2012	06/13/2014	\$1000	Title I Part A	Leveled Classroom Books and Materials
Activity - Peer Assisted Learning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Staff will facilitate peer-assisted instructional activities planned in advance and based on material that has been taught. They will teach procedures and routines for working in pairs in advance. Peers will focus on structured language practice, reading and writing activities.</p> <p>Schools: All Schools</p>	Other	09/04/2012	06/13/2014	\$10000	Section 31a	Support Staff
Activity - SIOP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers and other identified staff will receive and implement SIOP training to implement effective practices to support English Language Learners.</p> <p>Schools: All Schools</p>	Professional Learning	06/24/2013	08/30/2013	\$10000	Title II Part A	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery Implementation	Identified elementary coaches and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.	Professional Learning	08/22/2011	09/01/2015	\$5600	Learning Coaches
Total					\$5600	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Data Training	Collaborative teams will be trained in utilizing formative and summative assessment data to improve student achievement. Teachers will collaborate with the District Data Coach and Learning Coaches to learn effective use of data to inform instructional practices.	Recruitment and Retention	08/28/2012	06/19/2015	\$9720	Department of instruction staff, K-12 principals, learning coaches, technology/data coaches, department chairs
Lesson Collaboration	Teachers will collaborate to review curriculum alignment documents to collaboratively discuss and develop lessons that are founded in research-based practices and that align with the documents, including work to explore lesson study.	Professional Learning	09/03/2013	06/17/2016	\$5000	Teachers, Learning Coaches, K-12 Principals, Department of Instruction, Department Chairs
Professional Learning Community Training	Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on common core state standards using best-practice strategies.	Professional Learning	08/28/2012	06/19/2015	\$1200	Department of Instruction, K-12 Principals, Learning Coaches, Department Chairs, Teachers

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Focus on Effective Instructional Practices	Teachers will implement research-based, differentiated instructional practices based on identified student needs to address at-risk learners. Collaborative teams will collectively make decisions by building shared knowledge of evidence-based practices. Strategies will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, conference attendance, and imbedded professional development opportunities.	Professional Learning	08/28/2012	06/19/2015	\$13600	Department of instruction; K-12 principals; Learning Coaches; Technology Coaches; Department Chairs
Professional Learning Community Training	Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on common core state standards using best-practice strategies.	Professional Learning	08/28/2012	06/19/2015	\$2900	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers
Reading Recovery Implementation	Identified elementary interventionists and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.	Professional Learning	08/29/2011	09/01/2015	\$4800	Interventionists, Special Education Teachers, Learning Coaches
SLOP Training	Classroom teachers and other identified staff will receive and implement SLOP training to implement effective practices to support English Language Learners.	Professional Learning	06/24/2013	08/30/2013	\$10000	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction
Curriculum and Assessment Alignment	Staff will revise identified power standards based on college and career readiness standards and common core state standards. Staff will learn how to unwrap priority standards and develop common formative and summative assessments to measure the most essential targets. They will determine how to best sequence the content of each course and establish pacing guides to help students achieve the essential learning of each unit of instruction.	Professional Learning	08/28/2012	06/19/2015	\$14400	Department of instruction; K-12 principals; Learning Coaches; Department Chairs, Teacher Representatives
Tiered Intervention System	Teachers will learn to utilize evidence-based interventions through a system of tiered interventions to improve students math achievement.	Professional Learning	08/28/2012	06/19/2015	\$2900	Department of instruction; K-12 Principals; Department Chairs; Learning Coaches; Teachers

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Differentiated Instruction	Teachers will learn and apply research-based, differentiated instruction practices based on identified student needs to address at-risk learners. These strategies will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, conference attendance, and imbedded professional development opportunities.	Professional Learning	08/28/2012	06/19/2015	\$7450	Teachers; K-12 principals; department chairs; department of instruction; learning coaches
Progress Monitoring System	Staff will monitor student progress and track students who are reading below grade level and/or are failing core subject-area classes. Collaborative teams along with instructional coaches, will monitor the learning of each student's achievement on essential outcomes in ELA through a series of frequent common formative assessments.	Other	08/28/2012	06/19/2015	\$3300	Department of Instruction, K-12 Principals, Learning Coaches, Department Chairs
Aligned Curriculum Documents	Staff will align the essential learning (knowledge and skills) with college and career readiness standards and common core state standards. Staff will determine what course content and topics can be eliminated in order to focus on essential curriculum. They will determine how to best sequence the content of each course and establish pacing guides to help students achieve the essential learning of each unit of instruction.	Professional Learning	08/30/2010	06/20/2014	\$5690	of instruction; K-12 principals; department chairs, learning coaches, teacher representatives
Assessment Analysis PD	Collaborative teams will learn to effectively analyze formative and summative common assessment data to inform instructional practices and improve student achievement. They will work with instructional and data coaches through data analysis protocols to identify student strengths and weaknesses in order to adjust instruction.	Professional Learning	08/28/2012	06/19/2015	\$50258	K-12 leadership team will work in collaboration with learning coaches and department chairs to implement this activity.
Professional Development in Effective Reading and Writing Instruction	Staff will participate in ongoing professional development in research-based ELA instruction, including collaborative lab classroom observations, cross-curricular integration, in-depth study of the workshop model, and workshops in instructional methods.	Professional Learning	08/28/2012	06/19/2015	\$5150	K-12 Leadership Teams, Learning Coaches, Interventionists, Teachers, Department Chairs
Total					\$136368	

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Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Assisted Learning Strategies	Staff will facilitate peer-assisted instructional activities planned in advance and based on material that has been taught. They will teach procedures and routines for working in pairs in advance. Peers will focus on structured language practice, reading and writing activities.	Other	09/04/2012	06/13/2014	\$10000	Support Staff
Total					\$10000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Intervention System	Teachers will learn to utilize evidence-based interventions through a system of tiered interventions to improve students reading achievement. All staff will develop and provide evidence-based systematic interventions that guarantee each student will receive additional time and support for improving reading achievement through ongoing training from learning coaches and interventionists related to their intervention training in AARI and reading recovery. In addition to Tier 1 instructional strategies, interventionists at each grade span will provide appropriate tier 2 and 3 support to those students significantly below grade level. Specifically, interventionists will provide Reading Recovery support to 1st graders in the lowest 20th percentile; and AARI (Accelerated Adolescent Literacy Initiative) support at the 6-12 grade levels.	Professional Learning	08/28/2012	06/19/2015	\$600000	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
Collaboration with Classroom Teacher	Interventionist staff will collaborate with classroom teacher to review students' instructional needs and determine appropriate reading resources.	Other	09/04/2012	06/13/2014	\$1000	Leveled Classroom Books and Materials
Total					\$601000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Intervention System	Teachers will learn to utilize evidence-based interventions through a system of tiered interventions to improve students math achievement.	Professional Learning	08/28/2012	06/19/2015	\$2900	Department of instruction; K-12 Principals; Department Chairs; Learning Coaches; Teachers
Assessment Data Training	Collaborative teams will be trained in utilizing formative and summative assessment data to improve student achievement. Teachers will collaborate with the District Data Coach and Learning Coaches to learn effective use of data to inform instructional practices.	Recruitment and Retention	08/28/2012	06/19/2015	\$9720	Department of instruction staff, K-12 principals, learning coaches, technology/data coaches, department chairs
Lesson Collaboration	Teachers will collaborate to review curriculum alignment documents to collaboratively discuss and develop lessons that are founded in research-based practices and that align with the documents, including work to explore lesson study.	Professional Learning	09/03/2013	06/17/2016	\$5000	Teachers, Learning Coaches, K-12 Principals, Department of Instruction, Department Chairs
Aligned Curriculum Documents	Staff will align the essential learning (knowledge and skills) with college and career readiness standards and common core state standards. Staff will determine what course content and topics can be eliminated in order to focus on essential curriculum. They will determine how to best sequence the content of each course and establish pacing guides to help students achieve the essential learning of each unit of instruction.	Professional Learning	08/30/2010	06/20/2014	\$5690	of instruction; K-12 principals; department chairs, learning coaches, teacher representatives

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Professional Learning Community Training	Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on common core state standards using best-practice strategies.	Professional Learning	08/28/2012	06/19/2015	\$2900	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers
Differentiated Instruction	Teachers will learn and apply research-based, differentiated instruction practices based on identified student needs to address at-risk learners. These strategies will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, conference attendance, and imbedded professional development opportunities.	Professional Learning	08/28/2012	06/19/2015	\$7450	Teachers; K-12 principals; department chairs; department of instruction; learning coaches
Collaboration with Classroom Teacher	Interventionist staff will collaborate with classroom teacher to review students' instructional needs and determine appropriate reading resources.	Other	09/04/2012	06/13/2014	\$1000	Leveled Classroom Books and Materials
Focus on Effective Instructional Practices	Teachers will implement research-based, differentiated instructional practices based on identified student needs to address at-risk learners. Collaborative teams will collectively make decisions by building shared knowledge of evidence-based practices. Strategies will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, conference attendance, and imbedded professional development opportunities.	Professional Learning	08/28/2012	06/19/2015	\$13600	Department of instruction; K-12 principals; Learning Coaches; Technology Coaches; Department Chairs
Professional Development in Effective Reading and Writing Instruction	Staff will participate in ongoing professional development in research-based ELA instruction, including collaborative lab classroom observations, cross-curricular integration, in-depth study of the workshop model, and workshops in instructional methods.	Professional Learning	08/28/2012	06/19/2015	\$5150	K-12 Leadership Teams, Learning Coaches, Interventionists, Teachers, Department Chairs
SIOP Training	Classroom teachers and other identified staff will receive and implement SIOP training to implement effective practices to support English Language Learners.	Professional Learning	06/24/2013	08/30/2013	\$10000	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction

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Peer Assisted Learning Strategies	Staff will facilitate peer-assisted instructional activities planned in advance and based on material that has been taught. They will teach procedures and routines for working in pairs in advance. Peers will focus on structured language practice, reading and writing activities.	Other	09/04/2012	06/13/2014	\$10000	Support Staff
Assessment Analysis PD	Collaborative teams will learn to effectively analyze formative and summative common assessment data to inform instructional practices and improve student achievement. They will work with instructional and data coaches through data analysis protocols to identify student strengths and weaknesses in order to adjust instruction.	Professional Learning	08/28/2012	06/19/2015	\$50258	K-12 leadership team will work in collaboration with learning coaches and department chairs to implement this activity.
Progress Monitoring System	Staff will monitor student progress and track students who are reading below grade level and/or are failing core subject-area classes. Collaborative teams along with instructional coaches, will monitor the learning of each student's achievement on essential outcomes in ELA through a series of frequent common formative assessments.	Other	08/28/2012	06/19/2015	\$3300	Department of Instruction, K-12 Principals, Learning Coaches, Department Chairs
Tiered Intervention System	Teachers will learn to utilize evidence-based interventions through a system of tiered interventions to improve students reading achievement. All staff will develop and provide evidence-based systematic interventions that guarantee each student will receive additional time and support for improving reading achievement through ongoing training from learning coaches and interventionists related to their intervention training in AARI and reading recovery. In addition to Tier 1 instructional strategies, interventionists at each grade span will provide appropriate tier 2 and 3 support to those students significantly below grade level. Specifically, interventionists will provide Reading Recovery support to 1st graders in the lowest 20th percentile; and AARI (Accelerated Adolescent Literacy Initiative) support at the 6-12 grade levels.	Professional Learning	08/28/2012	06/19/2015	\$600000	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
Professional Learning Community Training	Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on common core state standards using best-practice strategies.	Professional Learning	08/28/2012	06/19/2015	\$1200	Department of Instruction, K-12 Principals, Learning Coaches, Department Chairs, Teachers

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Curriculum and Assessment Alignment	Staff will revise identified power standards based on college and career readiness standards and common core state standards. Staff will learn how to unwrap priority standards and develop common formative and summative assessments to measure the most essential targets. They will determine how to best sequence the content of each course and establish pacing guides to help students achieve the essential learning of each unit of instruction.	Professional Learning	08/28/2012	06/19/2015	\$14400	Department of instruction; K-12 principals; Learning Coaches; Department Chairs, Teacher Representatives
Total					\$742568	

Turrill Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery Implementation	Identified elementary interventionists and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.	Professional Learning	08/29/2011	09/01/2015	\$4800	Interventionists, Special Education Teachers, Learning Coaches
Total					\$4800	

Mayfield Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery Implementation	Identified elementary coaches and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.	Professional Learning	08/22/2011	09/01/2015	\$5600	Learning Coaches
Reading Recovery Implementation	Identified elementary interventionists and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.	Professional Learning	08/29/2011	09/01/2015	\$4800	Interventionists, Special Education Teachers, Learning Coaches
Total					\$10400	

Emma Murphy Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Reading Recovery Implementation	Identified elementary coaches and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.	Professional Learning	08/22/2011	09/01/2015	\$5600	Learning Coaches
Reading Recovery Implementation	Identified elementary interventionists and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.	Professional Learning	08/29/2011	09/01/2015	\$4800	Interventionists, Special Education Teachers, Learning Coaches
Total					\$10400	

Elva Lynch Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery Implementation	Identified elementary coaches and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.	Professional Learning	08/22/2011	09/01/2015	\$5600	Learning Coaches
Reading Recovery Implementation	Identified elementary interventionists and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.	Professional Learning	08/29/2011	09/01/2015	\$4800	Interventionists, Special Education Teachers, Learning Coaches
Total					\$10400	

C.K. Schickler Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery Implementation	Identified elementary coaches and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.	Professional Learning	08/22/2011	09/01/2015	\$5600	Learning Coaches
Reading Recovery Implementation	Identified elementary interventionists and teachers will attend reading recovery training and will implement their learnings with 1st grade students to support district-wide reading recovery full implementation.	Professional Learning	08/29/2011	09/01/2015	\$4800	Interventionists, Special Education Teachers, Learning Coaches
Total					\$10400	