District Improvement Plan 18-19

Lapeer Community Schools

Mr. Matthew T Wandrie, Superintendent
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Lapeer, MI 48446-1445

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Overview

Plan Name

District Improvement Plan 18-19

Plan Description

DIP completed 6-27-18

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 reading.	Objectives: 2 Strategies: 4 Activities: 16	Academic	$0
2	All LCS students will be proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 10	Academic	$0
3	All LCS students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$0
4	All LCS students will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$0
5	All LCS students will be proficient in writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$0

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading   in English Language Arts by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State..

Strategy 1:

Student Engagement Through Quality Instruction - All teachers will be trained in essential instructional practices in literacy to include increasing student engagement through quality instruction. K-12 teachers will fully implement the best practices of Reader's Workshop into their daily classroom instruction. Components of content-relevant strategies will include whole group and small group instruction as well as one-on-one conferring and progress monitoring to meet the individual needs of all students. 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 Domains 1 and 3.

Category: English/Language Arts

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Tier: Tier 1

Activity - Teacher training on collaborative structures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources. 100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals. Schools: All Schools	Walkthrough, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	Title I Part A, Section 31a, Title II Part A	Department of instruction; K-12 principals; Learning Coaches; Department Chairs, Teachers

Activity - Cross Curricular Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Schools: All Schools	Supplemental Materials, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	Title I Part A, Title II Part A, General Fund, Section 31a	All certified teachers and administrators

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

| K-7 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria. Identification could include behavioral goals. Teachers will create individualized reading plans for at risk students within the first 30 days. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records and strategy groups. 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.

Schools: All Schools | Professional Learning, Technology | Tier 1 | Implement | 09/02/2015 | 06/28/2019 | $0 | Title IV Part A, Title I Part A, Title II Part A, Section 31a | All certified teachers and administrators |

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction, Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct student-centered measurable goals with teachers aligned to building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal. Schools: All Schools	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	$0	Title II Part A, Section 31a, Title I Part A	All administrative and teaching staff

Activity - Teacher training on components of reading workshop, AP and Springboard	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice, strategy groups, conferring and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating close and critical reading/text dependent analysis. This will also include training and materials necessary to implement AP and Springboard. Schools: All Schools	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	$0	Section 31a, Title II Part A, Title I Part A	All administrative and teaching staff

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for early elementary teachers on applying best practice reading recovery and essential literacy strategies in the classroom. This will also include required training and materials necessary to implement this activity, including but not limited to technology resources. Schools: All Schools	Academic Support Program	Tier 3	Implement	08/01/2016	06/28/2019	$0	Title I Part A, Title II Part A, Section 31a	Reading Recovery trained teachers, K-3rd grade teachers, learning coaches, and administrators

Activity - Super Summer Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-9 students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity. Schools: All Schools	Technology, Academic Support Program	Tier 1	Implement	06/24/2016	06/28/2019	$0	Title I Part A, Title I Schoolwide, Section 31a	Title I building staff

Activity - Homeless services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide service to homeless students in order to remove barriers to learning. Schools: All Schools	Supplemental Materials, Academic Support Program	Tier 2	Implement	06/12/2017	06/28/2019	$0	Title I Part A	All staff

Strategy 2:

Improve student learning through setting instructional outcomes - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Outcomes will be written in the form of student learning KUD (what students need to know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: English/Language Arts

Research Cited: 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.

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Tier: Tier 1

Activity - KUD unit development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment and student success criteria based on KUD development. Schools: All Schools	Curriculum Development, Professional Learning	Tier 1	Monitor	08/28/2012	06/28/2019	$0	General Fund, Title II Part A	All teaching and administrative staff

Activity - Teacher training for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard. Schools: All Schools	Professional Learning	Tier 1		06/24/2016	06/28/2019	$0	Title I Schoolwide, Section 31a, Title II Part A	Administrative and teaching staff

Strategy 3:

Use of Formative Assessment and Quality Feedback - Teachers will utilize formative assessments to monitor student learning and provide feedback to students. Students will be aware of the criteria and performance standards by which their work will be evaluated. Teachers will monitor the progress of students (groups and individual) regarding their understanding and make use of the information for next steps in instruction, though the use of student data analysis software to analyze and improve instruction.

Category: English/Language Arts

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.

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Tier: Tier 1

Activity - Teacher training on embedding formative assessments and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.

Schools: All Schools | Professional Learning | Tier 1 | | 06/24/2016 | 06/28/2019 | $0 | Title II Part A, Section 31a, Title I Schoolwide | Administrative and teaching staff |

Activity - Data analysis and collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within and across grade level and department team data analysis days will involve teacher teams to analyze 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. Schools: All Schools	Teacher Collaboration	Tier 1	Implement	06/24/2016	06/28/2019	$0	Section 31a, Title I Part A, Title II Part A	Administrative and teaching staff

Activity - MTSS and supplementary support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction. Tools to support intervention including but not limited to technological resources. Schools: All Schools	Technology, Academic Support Program	Tier 2	Implement	08/01/2016	06/28/2019	$0	Section 31a, General Fund, Title I Schoolwide	All teaching and support staff

Measurable Objective 2:

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

Strategy 1:

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

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

vocabulary, and comprehension.

Category: English/Language Arts

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

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

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

A follow-up. The Journal of Special Education, 36, 69Ã¢??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.

Tier: Tier 2

Activity - ELL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and other identified staff will receive and implement ELL training to implement effective practices to support English Language Learner, to include supplemental materials and/or technology. Schools: All Schools	Professional Learning			06/24/2013	06/28/2019	$0	Title II Part A	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction

Activity - Collaboration with Classroom Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration between ELL, para, and general and special education teachers to analyze data, determine intervention or tier 1 supports to include resources if necessary Schools: All Schools	Teacher Collaboration, Other	Tier 1		09/04/2012	06/29/2018	$0	Title I Part A, Section 31a	Leveled Classroom Books and Materials

Activity - Peer Assisted Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Schools: All Schools	Other		Implement	09/04/2012	06/28/2019	$0	Section 31a	Support Staff

Goal 2: All LCS students will be proficient in mathematics.

Measurable Objective 1:

85% of All grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on assessments in Mathematics by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State..

Strategy 1:

Student Engagement Through Quality Instruction and Problem Solving - Students will be cognitively engaged in instruction using high quality questioning and discussion 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 will be provided on student centered learning formats for instruction such as: Launch, Explore, Summarize and/or 5 E's models in math instruction

Category: Mathematics

Research Cited: 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?Â©vola, C. (2006). Breakthrough. Thousand Oaks, CA: Corwin Press.

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

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

Tier: Tier 1

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

Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach and learning coaches to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices.Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments. Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions. Schools: All Schools	Professional Learning, Technology	Tier 2	Implement	08/28/2012	06/28/2019	$0	Section 31a, Title I Part A, Title II Part A	Department of instruction staff, K-12 principals, learning coaches, technology/data coaches, department chairs, classroom teachers

Activity - Teacher training on collaborative structures on applying Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals. Schools: All Schools	Professional Learning, Technology	Tier 1	Implement	08/28/2012	06/28/2019	$0	Section 31a, Title I Part A, Title II Part A	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers

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

Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Schools: Rolland Warner Campus 6/7, Emma Murphy Elementary School, Zemmer Campus 8/9, Turrill Elementary School, Lapeer High School, Lapeer Community High School, Lapeer West High School	Professional Learning, Technology, Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	$0	Title II Part A, Section 31a, Title I Part A	Building principals, interventionists, teachers, learning coaches, K-5 teachers involved in math recovery

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal. Schools: All Schools	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	$0	Title I Part A, Title II Part A, Section 31a	Building administrator, learning coach staff, teachers

Activity - Teacher training on applying mathematical practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 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). Schools: All Schools	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	$0	Title II Part A, Section 31a, Title I Part A	Building administrators, math teachers, learning coach, special education

Strategy 2:

Improve student learning through setting instructional outcomes - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Outcomes will be written in the form of student learning 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: 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)

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.

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

Tier: Tier 1

Activity - KUD unit development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear learning outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development. Schools: All Schools	Curriculum Development	Tier 1	Implement	08/29/2016	06/28/2019	$0	General Fund, Title II Part A	Building administrator, teachers

Activity - Teacher training for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard. Schools: All Schools	Professional Learning	Tier 1	Implement	07/11/2016	06/28/2019	$0	Title IV Part A, Section 31a, Title II Part A, Title I Part A	Building administrators, teachers

Strategy 3:

Use of Formative Assessment and Quality Feedback - Teachers will utilize formative assessments to monitor student learning and provide feedback to students. Students will be aware of the criteria and performance standards by which their work will be evaluated. Teachers will monitor the progress of students (groups and individual) regarding their understanding and make use of the information for next steps in instruction, though the use of student data analysis software to analyze and

improve instruction.

Category: Mathematics

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.

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.

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.

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

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

Tier: Tier 1

Activity - Teacher training on embedding formative assessments and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum. Schools: All Schools	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	$0	Title II Part A	Building administrators, teachers

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

Within and across grade level and department team data analysis days will involve teacher teams to analyze 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. Schools: All Schools	Teacher Collaboration	Tier 2	Implement	08/22/2016	06/28/2019	$0	Title II Part A	Building administration and 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 supporting discipline practices through a book study on restorative practices involving staff and parent groups. Schools: All Schools	Technology, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/22/2016	06/28/2019	$0	Title I Part A, Title IV Part A, General Fund, Section 31a	Building administrator, teachers

Goal 3: All LCS students will be proficient in science.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all concepts in Science by 06/30/2022 as measured by state level assessments where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State..

Strategy 1:

Student Engagement Through Quality Instruction - Students will be cognitively engaged in high-quality instruction in every classroom through a highly coherent, learner-centered instructional model where students meet their self-determined academic and personal goals to their highest potential. Activities and assignments will support exploration of content and purpose of the lesson. Staff will assist students in monitoring and reflecting on applying new K-12 science standards and performance expectations. Additionally, staff training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Model Domains 1 and 3.

Category: Science

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

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

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

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

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

Tier: Tier 1

Activity - Lesson and Unit Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss formative assessments aligned to science units, adjust instruction based on these assessments and tailor feedback to students to improve student learning. Schools: All Schools	Materials, Technology, Teacher Collaboration	Tier 1	Implement	08/28/2013	06/28/2019	$0	General Fund, Title II Part A	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs

Activity - Data analysis days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and department team data analysis days will involve teacher teams to analyze 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. Schools: All Schools	Supplemental Materials, Direct Instruction, Technology, Academic Support Program, Teacher Collaboration	Tier 2	Implement	06/24/2016	06/28/2019	$0	Title II Part A	Administrative and teaching staff

Strategy 2:

Improve student learning through setting instructional outcomes - General and special education teachers will be trained in best practice strategies aligned to Next

Generation Science Standards such as Project Lead the Way, NGSX, MiSTAR, AP and project based learning. Coaching and on-going training are included to ensure full implementation to include LAB and lesson studies.

Category: Science

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

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

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

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

Tier: Tier 1

Activity - STEM/Project Lead The Way Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General and special education teachers will be trained in Project Lead the Way and STEM (Science, Technology, Engineering and Math) learning including the literacy component where students apply their reading, writing, language and math skills to apply understanding in science. Technology materials are required with STEM/PLTW training and implementation Schools: Rolland Warner Campus 6/7, Emma Murphy Elementary School, Zemmer Campus 8/9, Lapeer High School, Elva Lynch Elementary School, Lapeer West High School	Direct Instruction, Professional Learning, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Other, Title II Part A, General Fund, Title IV Part A	Dept of Instruction; Lapeer ISD

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 to upack units and develop unit KUDs before each unit where clear outcomes, aligned to new 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. Schools: All Schools	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/01/2016	06/28/2019	$0	Title II Part A	Administrative and teaching staff

Activity - Teacher training on Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in problem based learning and NGSX at all levels, grades 6-8 MiStar, AP, and student performance expectations. Schools: All Schools	Professional Learning, Technology	Tier 1	Getting Ready	06/24/2016	07/31/2019	$0	Title II Part A	Administrative and teaching staff

Goal 4: All LCS students will be proficient in social studies.

Measurable Objective 1:

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

Strategy 1:

Improve student learning through setting instructional outcomes - Staff will develop outcomes representing high expectations and rigor that are connected to a

sequence of learning. Outcomes will be written in the form of student learning KUD's (what students need to know, be able to do, and understand), 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., & Crévola, 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 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. Schools: All Schools	Curriculum Development, Materials, Teacher Collaboration	Tier 1		08/28/2013	06/28/2019	$0	General Fund, Title II Part A	Administrative and teaching staff

Activity - Teacher training on embedding formative assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training will be provided on planning for and implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning targets, student evidence, and formative assessment tools. Schools: All Schools	Professional Learning, Direct Instruction, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Title II Part A	Administrative and teaching staff

Activity - Teacher training on revised standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will unpack new standards and align assessments, both formative and summative, and units of instruction. This will include K-12 and not limited to best practice instruction and AP training. Schools: All Schools	Curriculum Development, Professional Learning, Direct Instruction, Technology, Teacher Collaboration	Tier 1		06/18/2018	06/28/2019	$0	Title II Part A	teachers, administrators, learning coaches

Strategy 2:

Student Engagement Through Quality Instruction - Students will be cognitively engaged in instruction using high quality questioning and discussion techniques. 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. 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 Domains 1 and 3.

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 - Data analysis days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and department team data analysis days will involve teacher teams to analyze 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. Schools: All Schools	Technology, Teacher Collaboration	Tier 1	Implement	08/28/2013	06/28/2019	$0	Title II Part A	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs

Activity - Lesson and Unit Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly during collaboration and pre or post delivery of unit to unpack unit, determine common formative assessments, analyze results, and post unit reflection on gaps. Substitutes may be required Schools: All Schools	Professional Learning, Technology	Tier 1		08/28/2013	06/28/2019	$0	Title II Part A	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs

Goal 5: All LCS students will be proficient in writing.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in Writing by 06/30/2022 as measured by state assessments where an annual increase using the "Annual Measureable Objective" determined by the State..

Strategy 1:

Student Engagement Through Quality Instruction - Teachers will be trained in, and incorporate, best practices in writing instruction across the curriculum to include 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 Domains 1 and 3. Training will be in the form of PD to include utilizing learning coaches to facilitate LAB, Lesson Study, Guided Studio, etc.

Category: English/Language Arts

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

Guthrie, John T., and Angela McRae. "Reading Engagement Among African American and European American Students." What Research Has to Say about Reading Instruction. Newark, DE: International Reading Association, 2011. 115-142. Print.

Ivey, Gay, and Peter H. Johnston. "Engagement With Yount Adult Literature: Outcomes and Processes." Reading Research Quarterly (2013): Print. Johnston, Peter H. Choice Words: How Our Language Affects Children's Learning. Portland, Me.: Stenhouse, 2004. Print.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tier: Tier 1

Activity - Collaboration on Units of Study and Student Progress Monitoring Through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to unpack, implement, and debrief on MAISA writing units of study K-12 in addition to Advanced Placement and Spring Board grades 6-12. 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. Schools: All Schools	Curriculum Development, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	Section 31a, Title IV Part A, Title I Schoolwide, Title II Part A	All certified staff and administrators

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in, and incorporate, best practices in writing instruction across the curriculum to include choosing meaningful text and creating purposeful written responses across varied modes of writing. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Schools: All Schools	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	$0	Section 31a, Title II Part A, General Fund, Title I Part A	All certified teachers and administrators

Strategy 2:

Improve student learning through setting instructional outcomes - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Outcomes will be written in the form of student learning 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: Research Cited: 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 - Teacher training on embedding formative assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training will be provided on planning for and implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning targets, student success criteria, student evidence, and formative assessment tools. Schools: All Schools	Professional Learning, Technology	Tier 1	Implement	06/24/2016	06/28/2019	$0	Section 31a, Title I Part A, Title II Part A	All certified staff and administrators

Activity - KUD unit development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to standards, for what students 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. Schools: All Schools	Curriculum Development, Teacher Collaboration	Tier 1	Implement	06/24/2016	06/28/2019	$0	Title II Part A	Administrative and teaching staff

Activity - Teacher training for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will be provided training on best practice instructional strategies.This will also include training and materials necessary to implement AP courses. Schools: All Schools	Professional Learning	Tier 1	Implement	06/24/2016	06/28/2019	$0		Title IV Part A, Title II Part A	Administrative and 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	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	$0	Building administrator, learning coach staff, teachers
Collaboration with Classroom Teacher	Collaboration between ELL, para, and general and special education teachers to analyze data, determine intervention or tier 1 supports to include resources if necessary	Teacher Collaboration, Other	Tier 1		09/04/2012	06/29/2018	$0	Leveled Classroom Books and Materials
Collaboration on Units of Study and Student Progress Monitoring Through Formative/Summative Assessments	Staff will collaborate to unpack, implement, and debrief on MAISA writing units of study K-12 in addition to Advanced Placement and Spring Board grades 6-12. 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.	Curriculum Development, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified staff and administrators
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		Implement	09/04/2012	06/28/2019	$0	Support Staff

Teacher training on collaborative structures	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources. 100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.	Walkthrough, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	Department of instruction; K-12 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 supporting discipline practices through a book study on restorative practices involving staff and parent groups.	Technology, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/22/2016	06/28/2019	$0	Building administrator, teachers
Cross Curricular Reading	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.	Supplemental Materials, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	07/11/2016	06/28/2019	$0	Building administrators, teachers

Reading Recovery	Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for early elementary teachers on applying best practice reading recovery and essential literacy strategies in the classroom. This will also include required training and materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program	Tier 3	Implement	08/01/2016	06/28/2019	$0	Reading Recovery trained teachers, K-3rd grade teachers, learning coaches, and administrators
Teacher training on embedding formative assessments and feedback	Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning	Tier 1		06/24/2016	06/28/2019	$0	Administrative and teaching staff
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1		06/24/2016	06/28/2019	$0	Administrative and teaching staff
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.	Technology, Academic Support Program	Tier 2	Implement	08/01/2016	06/28/2019	$0	All teaching and support staff
Writing Across the Curriculum	Teachers will be trained in, and incorporate, best practices in writing instruction across the curriculum to include choosing meaningful text and creating purposeful written responses across varied modes of writing. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators

Teacher training on math intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology, Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	$0	Building principals, interventionists, teachers, learning coaches, K-5 teachers involved in math recovery
Super Summer Success	K-9 students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity.	Technology, Academic Support Program	Tier 1	Implement	06/24/2016	06/28/2019	$0	Title I building staff
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction, Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct student-centered measurable goals with teachers aligned to building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	$0	All administrative and teaching staff
Data analysis and collaboration	Within and across grade level and department team data analysis days will involve teacher teams to analyze 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	Tier 1	Implement	06/24/2016	06/28/2019	$0	Administrative and teaching staff
Teacher training on components of reading workshop, AP and Springboard	Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice, strategy groups, conferring and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating close and critical reading/text dependent analysis. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	$0	All administrative and teaching staff

Implementation of MTSS and Student Progress Monitoring	K-7 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria. Identification could include behavioral goals. Teachers will create individualized reading plans for at risk students within the first 30 days. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records and strategy groups. 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.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
Implementation of MTSS and Student Progress Monitoring	Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach and learning coaches to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices.Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments. Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions.	Professional Learning, Technology	Tier 2	Implement	08/28/2012	06/28/2019	$0	Department of instruction staff, K-12 principals, learning coaches, technology/data coaches, department chairs, classroom teachers
Teacher training on embedding formative assessments	Teacher training will be provided on planning for and implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning targets, student success criteria, student evidence, and formative assessment tools.	Professional Learning, Technology	Tier 1	Implement	06/24/2016	06/28/2019	$0	All certified staff and administrators

Teacher training on applying mathematical practices	Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 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).	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	$0	Building administrators, math teachers, learning coach, special education
Teacher training on collaborative structures on applying Mathematical Practices	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.	Professional Learning, Technology	Tier 1	Implement	08/28/2012	06/28/2019	$0	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Technology, Academic Support Program	Tier 2	Implement	08/01/2016	06/28/2019	$0	All teaching and support staff
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1		06/24/2016	06/28/2019	$0	Administrative and teaching staff

Teacher training on embedding formative assessments and feedback	Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning	Tier 1			06/24/2016	06/28/2019	$0	Administrative and teaching staff
Super Summer Success	K-9 students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity.	Technology, Academic Support Program	Tier 1	Implement		06/24/2016	06/28/2019	$0	Title I building staff
Collaboration on Units of Study and Student Progress Monitoring Through Formative/Summative Assessments	Staff will collaborate to unpack, implement, and debrief on MAISA writing units of study K-12 in addition to Advanced Placement and Spring Board grades 6-12. 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.	Curriculum Development, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement		09/02/2015	06/28/2019	$0	All certified staff and administrators

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration on Units of Study and Student Progress Monitoring Through Formative/Summative Assessments	Staff will collaborate to unpack, implement, and debrief on MAISA writing units of study K-12 in addition to Advanced Placement and Spring Board grades 6-12. 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.	Curriculum Development, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified staff and administrators

Implementation of MTSS and Student Progress Monitoring	K-7 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria. Identification could include behavioral goals. Teachers will create individualized reading plans for at risk students within the first 30 days. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records and strategy groups. 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.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	07/11/2016	06/28/2019	$0	Building administrators, teachers
STEM/Project Lead The Way Training	General and special education teachers will be trained in Project Lead the Way and STEM (Science, Technology, Engineering and Math) learning including the literacy component where students apply their reading, writing, language and math skills to apply understanding in science. Technology materials are required with STEM/PLTW training and implementation	Direct Instruction, Professional Learning, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Dept of Instruction; Lapeer ISD
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 supporting discipline practices through a book study on restorative practices involving staff and parent groups.	Technology, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/22/2016	06/28/2019	$0	Building administrator, teachers
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies.This will also include training and materials necessary to implement AP courses.	Professional Learning	Tier 1	Implement	06/24/2016	06/28/2019	$0	Administrative and teaching staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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, Professional Learning, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Dept of Instruction; Lapeer ISD

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of MTSS and Student Progress Monitoring	Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach and learning coaches to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices.Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments. Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions.	Professional Learning, Technology	Tier 2	Implement	08/28/2012	06/28/2019	$0	Department of instruction staff, K-12 principals, learning coaches, technology/data coaches, department chairs, classroom teachers
ELL Training	Classroom teachers and other identified staff will receive and implement ELL training to implement effective practices to support English Language Learner, to include supplemental materials and/or technology.	Professional Learning			06/24/2013	06/28/2019	$0	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction

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, Professional Learning, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Dept of Instruction; Lapeer ISD
Collaboration on Units of Study and Student Progress Monitoring Through Formative/Summative Assessments	Staff will collaborate to unpack, implement, and debrief on MAISA writing units of study K-12 in addition to Advanced Placement and Spring Board grades 6-12. 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.	Curriculum Development, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified staff and administrators
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1		06/24/2016	06/28/2019	$0	Administrative and teaching staff
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	07/11/2016	06/28/2019	$0	Building administrators, teachers
Teacher training on collaborative structures on applying Mathematical Practices	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.	Professional Learning, Technology	Tier 1	Implement	08/28/2012	06/28/2019	$0	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers

Data analysis days	Grade level and department team data analysis days will involve teacher teams to analyze 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.	Technology, Teacher Collaboration	Tier 1	Implement	08/28/2013	06/28/2019	$0	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
KUD unit development	Staff will work during collaboration and 1/2 day department meetings to develop unit KUDs before each unit where clear outcomes, aligned standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Materials, Teacher Collaboration	Tier 1		08/28/2013	06/28/2019	$0	Administrative and teaching staff
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	$0	Building administrator, learning coach staff, teachers
Data analysis days	Grade level and department team data analysis days will involve teacher teams to analyze formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Supplemental Materials, Direct Instruction, Technology, Academic Support Program, Teacher Collaboration	Tier 2	Implement	06/24/2016	06/28/2019	$0	Administrative and teaching staff

Reading Recovery	Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for early elementary teachers on applying best practice reading recovery and essential literacy strategies in the classroom. This will also include required training and materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program	Tier 3	Implement	08/01/2016	06/28/2019	$0	Reading Recovery trained teachers, K-3rd grade teachers, learning coaches, and administrators
KUD unit development	Staff will work during collaboration to develop unit KUDs before each unit where clear learning outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development	Tier 1	Implement	08/29/2016	06/28/2019	$0	Building administrator, teachers
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies.This will also include training and materials necessary to implement AP courses.	Professional Learning	Tier 1	Implement	06/24/2016	06/28/2019	$0	Administrative and teaching staff
Data analysis and collaboration	Within and across grade level and department team data analysis days will involve teacher teams to analyze 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	Tier 2	Implement	08/22/2016	06/28/2019	$0	Building administration and teachers
Writing Across the Curriculum	Teachers will be trained in, and incorporate, best practices in writing instruction across the curriculum to include choosing meaningful text and creating purposeful written responses across varied modes of writing. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators

Teacher training on revised standards	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.	Curriculum Development, Professional Learning, Direct Instruction, Technology, Teacher Collaboration	Tier 1		06/18/2018	06/28/2019	$0	teachers, administrators, learning coaches
KUD unit development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	06/24/2016	06/28/2019	$0	Administrative and teaching staff
KUD unit development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment and student success criteria based on KUD development.	Curriculum Development, Professional Learning	Tier 1	Monitor	08/28/2012	06/28/2019	$0	All teaching and administrative staff
Lesson and Unit Collaboration	Teachers will meet weekly to discuss formative assessments aligned to science units, adjust instruction based on these assessments and tailor feedback to students to improve student learning.	Materials, Technology, Teacher Collaboration	Tier 1	Implement	08/28/2013	06/28/2019	$0	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
KUD unit development	Staff will work during collaboration and 1/2 day department meetings to upack units and develop unit KUDs before each unit where clear outcomes, aligned to new standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/01/2016	06/28/2019	$0	Administrative and teaching staff

Data analysis and collaboration	Within and across grade level and department team data analysis days will involve teacher teams to analyze 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	Tier 1	Implement	06/24/2016	06/28/2019	$0	Administrative and teaching staff
Cross Curricular Reading	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.	Supplemental Materials, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
Teacher training on Next Generation Science Standards	Teachers will be trained in problem based learning and NGSX at all levels, grades 6-8 MiStar, AP, and student performance expectations.	Professional Learning, Technology	Tier 1	Getting Ready	06/24/2016	07/31/2019	$0	Administrative and teaching staff
Teacher training on embedding formative assessments	Teacher training will be provided on planning for and implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning targets, student evidence, and formative assessment tools.	Professional Learning, Direct Instruction, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Administrative and teaching staff
Teacher training on math intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology, Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	$0	Building principals, interventionists, teachers, learning coaches, K-5 teachers involved in math recovery

Implementation of MTSS and Student Progress Monitoring	K-7 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria. Identification could include behavioral goals. Teachers will create individualized reading plans for at risk students within the first 30 days. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records and strategy groups. 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.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
Teacher training on embedding formative assessments	Teacher training will be provided on planning for and implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning targets, student success criteria, student evidence, and formative assessment tools.	Professional Learning, Technology	Tier 1	Implement	06/24/2016	06/28/2019	$0	All certified staff and administrators
Lesson and Unit Collaboration	Teachers will meet weekly during collaboration and pre or post delivery of unit to unpack unit, determine common formative assessments, analyze results, and post unit reflection on gaps. Substitutes may be required	Professional Learning, Technology	Tier 1		08/28/2013	06/28/2019	$0	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
Teacher training on embedding formative assessments and feedback	Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning	Tier 1		06/24/2016	06/28/2019	$0	Administrative and teaching staff

Teacher training on collaborative structures	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources. 100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.	Walkthrough, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	Department of instruction; K-12 principals; Learning Coaches; Department Chairs, Teachers
Teacher training on embedding formative assessments and feedback	Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	$0	Building administrators, teachers
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction, Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct student-centered measurable goals with teachers aligned to building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	$0	All administrative and teaching staff
Teacher training on components of reading workshop, AP and Springboard	Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice, strategy groups, conferring and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating close and critical reading/text dependent analysis. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	$0	All administrative and teaching staff

| Teacher training on applying mathematical practices | Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 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). | Professional Learning | Tier 1 | Implement | 08/29/2016 | 06/28/2019 | $0 | Building administrators, math teachers, learning coach, special education |

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
KUD unit development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment and student success criteria based on KUD development.	Curriculum Development, Professional Learning	Tier 1	Monitor	08/28/2012	06/28/2019	$0	All teaching and administrative staff
Writing Across the Curriculum	Teachers will be trained in, and incorporate, best practices in writing instruction across the curriculum to include choosing meaningful text and creating purposeful written responses across varied modes of writing. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
KUD unit development	Staff will work during collaboration to develop unit KUDs before each unit where clear learning outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development	Tier 1	Implement	08/29/2016	06/28/2019	$0	Building administrator, teachers
STEM/Project Lead The Way Training	General and special education teachers will be trained in Project Lead the Way and STEM (Science, Technology, Engineering and Math) learning including the literacy component where students apply their reading, writing, language and math skills to apply understanding in science. Technology materials are required with STEM/PLTW training and implementation	Direct Instruction, Professional Learning, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Dept of Instruction; Lapeer ISD

Cross Curricular Reading	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.	Supplemental Materials, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
MTSS and supplementary support	Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction. Tools to support intervention including but not limited to technological resources.	Technology, Academic Support Program	Tier 2	Implement	08/01/2016	06/28/2019	$0	All teaching and support staff
KUD unit development	Staff will work during collaboration and 1/2 day department meetings to develop unit KUDs before each unit where clear outcomes, aligned standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Materials, Teacher Collaboration	Tier 1		08/28/2013	06/28/2019	$0	Administrative and teaching staff
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 supporting discipline practices through a book study on restorative practices involving staff and parent groups.	Technology, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/22/2016	06/28/2019	$0	Building administrator, teachers
Lesson and Unit Collaboration	Teachers will meet weekly to discuss formative assessments aligned to science units, adjust instruction based on these assessments and tailor feedback to students to improve student learning.	Materials, Technology, Teacher Collaboration	Tier 1	Implement	08/28/2013	06/28/2019	$0	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration with Classroom Teacher	Collaboration between ELL, para, and general and special education teachers to analyze data, determine intervention or tier 1 supports to include resources if necessary	Teacher Collaboration, Other	Tier 1		09/04/2012	06/29/2018	$0	Leveled Classroom Books and Materials
Teacher training on collaborative structures	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources. 100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.	Walkthrough, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	Department of instruction; K-12 principals; Learning Coaches; Department Chairs, Teachers
Teacher training on applying mathematical practices	Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 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).	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	$0	Building administrators, math teachers, learning coach, special education

Reading Recovery	Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for early elementary teachers on applying best practice reading recovery and essential literacy strategies in the classroom. This will also include required training and materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program	Tier 3	Implement	08/01/2016	06/28/2019	$0	Reading Recovery trained teachers, K-3rd grade teachers, learning coaches, and administrators
MTSS and supplementary support	Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction. Tools to support intervention including but not limited to technological resources. For students with behavioral goals to support academics, PBIS systems will promote positive school climate and behavioral supports to students and increase the awareness of supporting discipline practices through a book study on restorative practices involving staff and parent groups.	Technology, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/22/2016	06/28/2019	$0	Building administrator, teachers
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction, Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct student-centered measurable goals with teachers aligned to building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	$0	All administrative and teaching staff

Implementation of MTSS and Student Progress Monitoring	K-7 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria. Identification could include behavioral goals. Teachers will create individualized reading plans for at risk students within the first 30 days. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records and strategy groups. 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.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
Data analysis and collaboration	Within and across grade level and department team data analysis days will involve teacher teams to analyze 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	Tier 1	Implement	06/24/2016	06/28/2019	$0	Administrative and teaching staff
Super Summer Success	K-9 students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity.	Technology, Academic Support Program	Tier 1	Implement	06/24/2016	06/28/2019	$0	Title I building staff

Implementation of MTSS and Student Progress Monitoring	Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach and learning coaches to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices.Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments. Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions.	Professional Learning, Technology	Tier 2	Implement	08/28/2012	06/28/2019	$0	Department of instruction staff, K-12 principals, learning coaches, technology/ data coaches, department chairs, classroom teachers
Teacher training on math intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology, Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	$0	Building principals, interventionists, teachers, learning coaches, K-5 teachers involved in math recovery
Cross Curricular Reading	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.	Supplemental Materials, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
Teacher training on embedding formative assessments	Teacher training will be provided on planning for and implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning targets, student success criteria, student evidence, and formative assessment tools.	Professional Learning, Technology	Tier 1	Implement	06/24/2016	06/28/2019	$0	All certified staff and administrators

Writing Across the Curriculum	Teachers will be trained in, and incorporate, best practices in writing instruction across the curriculum to include choosing meaningful text and creating purposeful written responses across varied modes of writing. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
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	06/28/2019	$0	All administrative and teaching staff
Teacher training on collaborative structures on applying Mathematical Practices	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.	Professional Learning, Technology	Tier 1	Implement	08/28/2012	06/28/2019	$0	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	07/11/2016	06/28/2019	$0	Building administrators, teachers

Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	$0	Building administrator, learning coach staff, teachers
Homeless services	Provide service to homeless students in order to remove barriers to learning.	Supplemental Materials, Academic Support Program	Tier 2	Implement	06/12/2017	06/28/2019	$0	All staff

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of MTSS and Student Progress Monitoring	Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach and learning coaches to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices.Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments. Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions.	Professional Learning, Technology	Tier 2	Implement	08/28/2012	06/28/2019	$0	Department of instruction staff, K-12 principals, learning coaches, technology/ data coaches, department chairs, classroom teachers
Teacher training on collaborative structures on applying Mathematical Practices	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.	Professional Learning, Technology	Tier 1	Implement	08/28/2012	06/28/2019	$0	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers

Teacher training on collaborative structures	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources. 100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals.	Walkthrough, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	Department of instruction; K-12 principals; Learning Coaches; Department Chairs, Teachers
KUD unit development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment and student success criteria based on KUD development.	Curriculum Development, Professional Learning	Tier 1	Monitor	08/28/2012	06/28/2019	$0	All teaching and administrative staff
ELL Training	Classroom teachers and other identified staff will receive and implement ELL training to implement effective practices to support English Language Learner, to include supplemental materials and/or technology.	Professional Learning			06/24/2013	06/28/2019	$0	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction
Collaboration with Classroom Teacher	Collaboration between ELL, para, and general and special education teachers to analyze data, determine intervention or tier 1 supports to include resources if necessary	Teacher Collaboration, Other	Tier 1		09/04/2012	06/29/2018	$0	Leveled Classroom Books and Materials
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		Implement	09/04/2012	06/28/2019	$0	Support Staff
KUD unit development	Staff will work during collaboration and 1/2 day department meetings to develop unit KUDs before each unit where clear outcomes, aligned standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Materials, Teacher Collaboration	Tier 1		08/28/2013	06/28/2019	$0	Administrative and teaching staff

Teacher training on embedding formative assessments	Teacher training will be provided on planning for and implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning targets, student evidence, and formative assessment tools.	Professional Learning, Direct Instruction, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Administrative and teaching staff
Lesson and Unit Collaboration	Teachers will meet weekly to discuss formative assessments aligned to science units, adjust instruction based on these assessments and tailor feedback to students to improve student learning.	Materials, Technology, Teacher Collaboration	Tier 1	Implement	08/28/2013	06/28/2019	$0	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
Data analysis days	Grade level and department team data analysis days will involve teacher teams to analyze 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.	Technology, Teacher Collaboration	Tier 1	Implement	08/28/2013	06/28/2019	$0	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
Lesson and Unit Collaboration	Teachers will meet weekly during collaboration and pre or post delivery of unit to unpack unit, determine common formative assessments, analyze results, and post unit reflection on gaps. Substitutes may be required	Professional Learning, Technology	Tier 1		08/28/2013	06/28/2019	$0	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
Cross Curricular Reading	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.	Supplemental Materials, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators

Implementation of MTSS and Student Progress Monitoring	K-7 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria. Identification could include behavioral goals. Teachers will create individualized reading plans for at risk students within the first 30 days. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records and strategy groups. 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.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
Collaboration on Units of Study and Student Progress Monitoring Through Formative/Summative Assessments	Staff will collaborate to unpack, implement, and debrief on MAISA writing units of study K-12 in addition to Advanced Placement and Spring Board grades 6-12. 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.	Curriculum Development, Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified staff and administrators
Writing Across the Curriculum	Teachers will be trained in, and incorporate, best practices in writing instruction across the curriculum to include choosing meaningful text and creating purposeful written responses across varied modes of writing. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	$0	All certified teachers and administrators
Teacher training on embedding formative assessments	Teacher training will be provided on planning for and implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning targets, student success criteria, student evidence, and formative assessment tools.	Professional Learning, Technology	Tier 1	Implement	06/24/2016	06/28/2019	$0	All certified staff and administrators

Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	$0	Building administrator, learning coach staff, teachers
Teacher training on applying mathematical practices	Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 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).	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	$0	Building administrators, math teachers, learning coach, special education
KUD unit development	Staff will work during collaboration to develop unit KUDs before each unit where clear learning outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development	Tier 1	Implement	08/29/2016	06/28/2019	$0	Building administrator, teachers
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	07/11/2016	06/28/2019	$0	Building administrators, teachers
Teacher training on embedding formative assessments and feedback	Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	$0	Building administrators, teachers
Data analysis and collaboration	Within and across grade level and department team data analysis days will involve teacher teams to analyze 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	Tier 2	Implement	08/22/2016	06/28/2019	$0	Building administration and 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 supporting discipline practices through a book study on restorative practices involving staff and parent groups.	Technology, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/22/2016	06/28/2019	$0	Building administrator, teachers
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction, Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct student-centered measurable goals with teachers aligned to building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	$0	All administrative and teaching staff
Teacher training on components of reading workshop, AP and Springboard	Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice, strategy groups, conferring and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating close and critical reading/text dependent analysis. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	$0	All administrative and teaching staff

Reading Recovery	Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for early elementary teachers on applying best practice reading recovery and essential literacy strategies in the classroom. This will also include required training and materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program	Tier 3	Implement	08/01/2016	06/28/2019	$0	Reading Recovery trained teachers, K-3rd grade teachers, learning coaches, and administrators
Super Summer Success	K-9 students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity.	Technology, Academic Support Program	Tier 1	Implement	06/24/2016	06/28/2019	$0	Title I building staff
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1		06/24/2016	06/28/2019	$0	Administrative and teaching staff
Teacher training on embedding formative assessments and feedback	Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning	Tier 1		06/24/2016	06/28/2019	$0	Administrative and teaching staff
Data analysis and collaboration	Within and across grade level and department team data analysis days will involve teacher teams to analyze 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	Tier 1	Implement	06/24/2016	06/28/2019	$0	Administrative and teaching staff
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.	Technology, Academic Support Program	Tier 2	Implement	08/01/2016	06/28/2019	$0	All teaching and support staff

KUD unit development	Staff will work during collaboration and 1/2 day department meetings to upack units and develop unit KUDs before each unit where clear outcomes, aligned to new standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/01/2016	06/28/2019	$0	Administrative and teaching staff
Teacher training on Next Generation Science Standards	Teachers will be trained in problem based learning and NGSX at all levels, grades 6-8 MiStar, AP, and student performance expectations.	Professional Learning, Technology	Tier 1	Getting Ready	06/24/2016	07/31/2019	$0	Administrative and teaching staff
Data analysis days	Grade level and department team data analysis days will involve teacher teams to analyze formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Supplemental Materials, Direct Instruction, Technology, Academic Support Program, Teacher Collaboration	Tier 2	Implement	06/24/2016	06/28/2019	$0	Administrative and teaching staff
KUD unit development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	06/24/2016	06/28/2019	$0	Administrative and teaching staff
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies.This will also include training and materials necessary to implement AP courses.	Professional Learning	Tier 1	Implement	06/24/2016	06/28/2019	$0	Administrative and teaching staff
Homeless services	Provide service to homeless students in order to remove barriers to learning.	Supplemental Materials, Academic Support Program	Tier 2	Implement	06/12/2017	06/28/2019	$0	All staff

| Teacher training on revised standards | 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. | Curriculum Development, Professional Learning, Direct Instruction, Technology, Teacher Collaboration | Tier 1 | | 06/18/2018 | 06/28/2019 | $0 | teachers, administrators, learning coaches |

Zemmer Campus 8/9

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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, Professional Learning, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Dept of Instruction; Lapeer ISD
Teacher training on math intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology, Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	$0	Building principals, interventionists, teachers, learning coaches, K-5 teachers involved in math recovery

Turrill Elementary School

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

| Teacher training on math intervention | Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources. | Professional Learning, Technology, Academic Support Program | Tier 3 | Implement | 09/02/2014 | 06/28/2019 | $0 | Building principals, interventionists, teachers, learning coaches, K-5 teachers involved in math recovery |

Rolland Warner Campus 6/7

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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, Professional Learning, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Dept of Instruction; Lapeer ISD
Teacher training on math intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology, Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	$0	Building principals, interventionists, teachers, learning coaches, K-5 teachers involved in math recovery

Lapeer West High School

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

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, Professional Learning, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Dept of Instruction; Lapeer ISD
Teacher training on math intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology, Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	$0	Building principals, interventionists, teachers, learning coaches, K-5 teachers involved in math recovery

Lapeer High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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, Professional Learning, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Dept of Instruction; Lapeer ISD
Teacher training on math intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology, Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	$0	Building principals, interventionists, teachers, learning coaches, K-5 teachers involved in math recovery

Lapeer Community High School

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Lapeer Community Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher training on math intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology, Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	$0	Building principals, interventionists, teachers, learning coaches, K-5 teachers involved in math recovery

Emma Murphy Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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, Professional Learning, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Dept of Instruction; Lapeer ISD
Teacher training on math intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be trained in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology, Academic Support Program	Tier 3	Implement	09/02/2014	06/28/2019	$0	Building principals, interventionists, teachers, learning coaches, K-5 teachers involved in math recovery

Elva Lynch Elementary School

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

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, Professional Learning, Technology	Tier 1	Implement	08/28/2013	06/28/2019	$0	Dept of Instruction; Lapeer ISD