District Improvement Plan

Clarenceville School District

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TABLE OF CONTENTS

Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders are invited and strongly encouraged to participate in the development, review, and evaluation of our district and school improvement plans.
-Both teachers and administrators serves on school improvement committees.
-Parents serve on committees at all levels and are informed about the process and invited to participate.
-Parents are invited to serve on a Title I Parent Advisory Committee at each school. Every attempt is be made to give monthly Title I reports to the individual building parent groups to inform them about the progress of our improvement efforts. The Parent Advisory committee discusses and makes recommendations to the appropriate district/school improvement committee(s). Specific involvement opportunities may include involvement in the district/school improvement meetings, helping draft improvement plans, conducting surveys, providing outreach to local community agencies, providing support to classroom teachers and students, and evaluating progress of student growth.
-Information about the status of each of our district school improvement activities is given to the School Board members who serve on the education committee.Their feedback is solicited and they are invited to attend all meetings and workshops.
-Clarenceville School District evaluates the district's improvement plan and programs through the district/school improvement process. The staff uses all data collected by us locally and collected on us by other agencies (MDE, USDOE, ISD) to determine if the district goals were met. The entire staff is involved in one way or another in the evaluation process through informal conversations, analysis at grade-level and department meetings, discussions at staff meetings, and staff surveys. At-risk students are identified using all data to plan intervention strategies that will ensure student achievement. The district/school improvement teams will continuously monitor the implementation and revision of the district improvement plan by collecting and analyzing data for Clarenceville demographics, attendance, discipline, student / parent / teacher perceptions, and student achievement. Additionally the district improvement team will conduct a formal annual review in late spring of each school year and will make revisions as needed to ensure continuous improvement of students at Clarenceville.

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

At Clarenceville we believe that building level decision making is the foundation of our district improvement activities. All staff members are expected to serve on at least one school improvement committee. Parent volunteers and community members are also invited to participate on committees. These committees meet at various times throughout the year to analyze data, plan staff development, evaluate parent involvement and instructional programs, develop strategies and action plans, determine assessments, make adjustments as needed, and make all of the decisions related to their committee purpose.

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

Clarenceville School District values input from our parents on programs and activities offered throughout the school year. At every level our parents are invited annually at parent teacher conferences to participate in an online perceptions survey. Information from these surveys is Improvement Plan Stakeholder Involvement analyzed and shared with all stakeholders.

Traditionally, the state standardized test scores of our students were simply sent home. If parents had concerns or questions they would call the building principal. Beginning with the 2011 school year, the building principals began to hold meetings with parents to explain test results to give them a better understanding of the reports. Teachers, building administration, and central office administration discuss curriculum and assessments (standardized and local) with parents at open houses, orientation and conferences, as well as other meetings throughout the year. MiStar, School Messenger, Remind, Class Dojo, SeeSaw, and other online communications give parents access to daily homework assignments and ongoing course grades. The sites are linked to teacher e-mail addresses for ease of communication. The special services department provides ongoing dialogue with parents concerning the progress of their special needs children through annual IEP meetings as well as additional meetings if needed.

Curriculum guides are made available to all parents through our Atlas Rubicon system. Parent support is provided through parent meetings, open houses and conferences. At all levels, language arts and math curriculum nights provide content and pedagogy support for parents including websites for home tutoring and electronic textbooks.

In carrying out parental involvement requirements, Clarenceville provides opportunities for the participation of parents of all students. Required annual Title I Parent Meetings are held in all buildings to inform and update parents of the current role that the Title I Program plays in their child's school and what their rights and responsibilities as parents of children in Title 1 buildings are. Parents of special education students receive a copy of the IEP, IEP progress reports and three year re-evaluation results of the Woodcock Johnson academic achievement test. In accordance with federal law, parents of English Language Learner (ELL) students are provided notice regarding their student's placement in and information about the district's English as a Second Language (ESL) program. The notice includes program content, an explanation of the value of the program and parental rights regarding the program. The notice is presented in a format that the family can understand. When necessary, interpreters are brought in to facilitate communication between non-English speaking parents and staff regarding the welfare and education of their students. The district ESL coordinator works with ELL students and their parents.

2019-2020 Clarenceville District Improvement Plan

Overview

Plan Name

2019-2020 Clarenceville District Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students attending Clarenceville School District will increase proficiency in Mathematics	Objectives: 2 Strategies: 4 Activities: 21	Academic	$258580
2	All students attending Clarenceville School District will increase proficiency in Literacy.	Objectives: 2 Strategies: 6 Activities: 34	Academic	$1000756
3	All students attending Clarenceville School District will be proficient in Science	Objectives: 1 Strategies: 3 Activities: 9	Academic	$5000
4	All students attending Clarenceville School District will feel safe and engaged in their school community.	Objectives: 1 Strategies: 2 Activities: 11	Organizational	$224400
5	All students and will establish career readiness goals and be given the opportunity to explore and be made aware of career options.	Objectives: 1 Strategies: 4 Activities: 5	Organizational	$10000

Goal 1: All students attending Clarenceville School District will increase proficiency in Mathematics

Measurable Objective 1:

A 5% increase of All Students will increase student growth   as indicated in the % met growth score of the accountability report in Mathematics by 06/30/2020 as measured by State Mathematics Assessments.

Strategy 1:

Effective Instruction - Teachers will implement effective instruction in all classrooms. Teachers will be trained and coached to utilize best practices in instruction and technology and to incorporate differentiated instruction. Teachers will provide additional instructional support and practice for students including support in small group settings. Teachers will continuously monitor student progress through formative and summative assessment. Teachers and paraprofessionals will provide interventions for students who are not finding success with the state/district math standards. Instructional coaches and peer-to-peer observations will support teachers in this endeavor.

Category: Mathematics

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Gardner on Multiple intellegences

Piaget on One to One Correspondence and Hands on Learning with Manipulatives

Scott Foresman research based enVision Math program

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coaches will be utilized to help the staff improve instruction and implement best-practices. Schools: All Schools	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2021	$174000	Section 31a, Section 31a	District and Building Admin, Coaches

Activity - Teacher Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with opportunities to observe teachers in or out of district for the purpose of becoming better at instruction of both whole and small groups of students Schools: All Schools	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2021	$29280	Title II Part A	Building Admin, Teaching Staff

Activity - Observational rounds for Framework for Teaching and best instructional practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Building administrators will perform observational rounds focusing on specific components within the Framework for Teaching providing supportive feedback.

Schools: All Schools | Monitor | Tier 1 | Monitor | 06/30/2018 | 06/01/2020 | $0 | No Funding Required | Building Administrative Staff |

Activity - Using and interpreting data to evaluate program effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and teachers will receive training on using and interpreting data to evaluate program effectiveness (Illuminate Training, data protocol training, etc.) in order to support best instructional practices and teaching within the common core. Schools: All Schools	Evaluation, Monitor, Professional Learning	Tier 1	Evaluate	06/30/2018	06/30/2020	$5000	Title II Part A	District administrative team, teachers

Activity - Professional Learning for best instructional practices, common core, assessment and data dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Instructional and administrative staff will attend in-services, training, workshops and conferences focused on improvement of instruction as aligned with the common core, improving assessment practices, using and interpreting data to evaluate program effectiveness as correlated with the school improvement plans. Schools: All Schools	Professional Learning	Tier 1		06/30/2018	06/30/2020	$11000	Title II Part A	All instructional and administrative staff

Activity - Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent meetings will be held to build parental capacity to increase student achievement in math. Included in these meetings will be: an opportunity for parents to learn how to go online to monitor their child's lesson progress, up to date explanation of math content expectations, math curriculum, overview and explanation of computer-aided intervention programs being used, MiStar Parent Connect inservice, and other math related topics. At each meeting, buildings will provide a way for parents to provide feedback about the structure, content, and helpfulness of the meetings. Child care, refreshments, grade level appropriate math materials for home use will be provided to families. Teachers or paraprofessional presenting at each meeting will receive a stipend to prepare, attend, and present at each meeting. Schools: All Schools	Parent Involvement	Tier 1	Implement	07/01/2018	06/01/2020	$3000	Title I Part A	Administration, SIP Teams, Teachers, Parents

Strategy 2:

Cultures of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: Mathematics

Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

Deeper understanding of content

Greater motivation for learning

Development of learners' thinking and learning abilities.

Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).

A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

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-The object of their attention Shari Tishman. "The object of their attention". Education Leadership, February 2008. 65 (5) pp. 44-46

-Thinking about Thinking: Preservice teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Preservice teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

Tier: Tier 1

Activity - Foundations Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and two teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools Schools: Clarenceville High School	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	$0	No Funding Required	Principals and teacher leadership team

Activity - Oakland Schools Cohort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
(If necessary)An expanded school team with our Principal and two teacher leaders to participate in a cohort through Oakland Schools. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	08/01/2017	06/30/2019	$2500	Title II Part A	Principal and teacher leadership team

Activity - Cultures of Thinking School Tours	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Designated staff will participate in COT school tours to further professional learning about the 8 cultural forces. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2020	$1000	Title II Part A	Staff members designated by building principal.

Activity - Guided Lesson Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking". Schools: All Schools	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	$0	No Funding Required	All Staff

Activity - Teacher Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will engage teacher teams in reflective dialogue on a quarterly basis to monitor fidelity of implementation, and to identify opportunities to deepen work for the purposes of the next steps. Schools: All Schools	Monitor	Tier 1	Monitor	09/06/2016	06/01/2020	$0	No Funding Required	Principal and teacher team

Activity - End of Year Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the school year the principal will engage teacher team in reflective dialogue using the questions from the program evaluation to identify needed activities for the next school year. Schools: All Schools	Evaluation	Tier 1	Evaluate	05/01/2018	06/29/2018	$0	No Funding Required	Principal and teacher team

Strategy 3:

New Pedagogies for Deep Learning - Staff will develop knowledge and skills around the Deep Learning Competencies, better known as the 6 C's (Character Education, Citizenship, Communication, Critical Thinking and Problem-Solving, Collaboration, Creativity and Imagination), describe what the learning would look like for each of these, identify the pedagogies that foster these competencies, and design new measures to assess student progress in developing them. Staff will utilize and combine four elements to create the new pedagogies and foster deep learning –Learning Partnerships, Learning Environments, Pedagogical Practices and Leveraging Digital Tools.

Category: Mathematics

Research Cited: Deep Learning is a concept based upon the research of Michael Fullen and Joanne Quinn which is written about in their recent book entitled Coherence: The Right Drivers in Action for Schools, Districts, and Systems. In their work they have articulated a Coherence Framework which attends to 4 key components which include Focusing Direction, Cultivating Collaborative Culture, Securing Accountability and Deepening Learning. They have also formed an international network of schools and school systems called the New Pedagogies for Deep Learning (NPDL) which engages these systems in developing a deeper understanding of these components. Evidence would suggest that systems can dramatically improve engagement by using the right driver of deepening learning.

There are three elements that deepen learning by doing the following:

Establish clarity of deep learning goals

Build precision in pedagogies accelerated by digital

Shift practices through capacity building

Schools, districts, and systems that mobilize the right driver of deepening learning will cultivate clarity of learning outcomes, identify and shape the new pedagogies combined with digital innovations to build precision, and use collaborative learning to shift practices. Deep learning involves using new knowledge to solve real life problems and incorporates a range of skills and attributes. Research has identified six deep learning competencies which include: Communication, Critical Thinking. Collaboration, Creativity, Character, and Citizenship.

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Nesta. Luckin

Tier: Tier 1

Activity - Deep Learning Staff PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and teacher leaders will participate in the 2018-19 Deep Learning seminars and training offered through Oakland Schools and NPDL to develop knowledge and skills around the Deep Learning Competencies and supporting elements Staff will develop skills and knowledge through a global partnership which seeks to renew to goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2020	$2000	Title II Part A	Central Office and building administration, teacher leaders in each building

Activity - Implementation of Deeper Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will work with teacher leadership teams to change the role of teachers to that of activators of learning who design learning experiences that build on learner strengths and needs, create new knowledge using real-life problem solving and help all students identify their talents, purpose and passion. Schools: All Schools	Implementation	Tier 1	Implement	07/01/2018	06/30/2020	$0	No Funding Required	Building and District Admin Team, NPDL Leadership Teams

Activity - Reflective Dialogue of NPDL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NPDL Leadership Teams with reflect on practices with building and district administrative teams and other colleagues. Schools: All Schools	Monitor	Tier 1	Monitor	07/01/2018	06/30/2020	$1000	Title II Part A	NPDL Leadership Teams and Administration

Measurable Objective 2:

A 5% increase of Black or African-American, Bottom 30%, Economically Disadvantaged, Homeless, Students with Disabilities and English Learners students will increase student growth   as indicated in the % met growth score of the accountability report in Mathematics by 06/30/2020 as measured by State Mathematics Assessments.

Strategy 1:

Math Interventions for Tier 2 and Tier 3 Students - Teachers and paraprofessionals will provide interventions for students not mastering state grade level expectations

based on M-Step, PSAT, SAT, NWEA, and other local assessments. Teachers and paraprofessionals will implement, but are not limited to, the following resources:

Accucess (Edmentum Courseware), Math 180, Imagine Math, STMath, and Math Recovery.

Category: Mathematics

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Tier: Tier 2

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will work in professional learning groups to identify student intervention learning needs. Schools: All Schools	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/30/2020	$0	No Funding Required	All instructional staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions may include, but are not limited to, small group instruction, before and after school tutoring, individual instruction using , general funds, 31a, and Title I teachers and paraprofessionals,reteaching, and homework practice. Schools: All Schools	Implementation	Tier 2	Implement	09/06/2016	06/30/2021	$0	No Funding Required	All instructional staff

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinforcement of mathematic skills for struggling and homeless students Schools: All Schools	Implementation	Tier 2	Implement	09/06/2016	06/01/2021	$18000	Section 31a, Title I Part A	Select after school tutoring teachers and paraprofessional

Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-line assessment administered three times annually to monitor student growth and achievement. Schools: All Schools	Monitor	Tier 2	Monitor	09/06/2016	06/30/2021	$0	No Funding Required	All instructional staff

Activity - Computer-assisted prescriptive intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student needs, the use of computer assisted programs intended to increase mathematics comprehension and higher-level thinking skills. Programs may include but are not limited to: Accucess Math, ST Math, Math 180, Imagine Math. Schools: All Schools	Implementation	Tier 2	Implement	09/01/2016	06/30/2021	$11800	Section 31a, Title I Part A	Classroom teachers, Intervention teachers and Para-educators

Activity - Program Evaluation Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will use the Program Evaluation tool to determine impact and fidelity of implementation of building specific math intervention Schools: All Schools	Evaluation	Tier 2	Evaluate	05/01/2017	06/30/2019	$0		No Funding Required	All intervention staff and classroom teachers where necessary

Goal 2: All students attending Clarenceville School District will increase proficiency in Literacy.

Measurable Objective 1:

A 3% increase of All Students will increase student growth as indicated in the % met growth score of the accountability report in English Language Arts by 06/30/2020 as measured by State Assessments.

Strategy 1:

Effective Instruction - Teachers will implement effective instruction in all classrooms. Teachers will be trained and coached to utilize best practices in instruction and technology and to incorporate differentiated instruction. Teachers will provide additional instructional support and practice for students including support in small group settings. Teachers will continuously monitor student progress through formative and summative assessment. Teachers and paraprofessionals will provide interventions for students who are not finding success with the state/district literacy standards. Instructional coaches and peer-to-peer observations will support teachers in this endeavor.

Category: Learning Support Systems

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District Improvement Plan

Clarenceville School District

Tier: Tier 1

Activity - Using and interpreting data to evaluate program effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and teachers will receive training on using and interpreting data to evaluate program effectiveness (Illuminate Training, data protocol training, etc.) in order to support best instructional practices and teaching within the common core. Schools: All Schools	Evaluation, Monitor, Professional Learning	Tier 1	Evaluate	06/20/2016	06/30/2020	$5000	Title II Part A	District administrative team and teachers

Activity - Observational rounds for Framework for teaching and best instructional practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will perform observational rounds focusing on specific components within the Framework for Teaching providing supportive feedback. Schools: All Schools	Monitor	Tier 1	Monitor	09/06/2016	06/30/2020	$0	No Funding Required	Building Administrative team

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coaches will be utilized to help the staff improve instruction and implement best-practices. In Elementary School, the coach will be a reading specialist focusing specifically on early literacy. Schools: All Schools	Professional Learning	Tier 1	Implement	06/30/2018	06/01/2021	$170444	Section 31a, Title II Part A	Administrative team and instructional coaches

Activity - Professional Learning for best instructional practices, common core, assessment and data dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Instructional and administrative staff will attend in-services, training, workshops and conferences focused on improvement of instruction as aligned with the common core, improving assessment practices, using and interpreting data to evaluate program effectiveness as correlated with the school improvement plans. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2019	$11000	Title II Part A	All instructional and administrative staff

Activity - Professional learning in working with ELL students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Clarenceville School District

Staff will receive training on meeting the learning needs of EL students in core classroom instructional practices. Schools: All Schools	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/30/2020	$8000	Title III	Distrcit ELL instructional staff and outside consultatns

Activity - Teacher Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in peer-to-peer observation in order to share effective teaching practices. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/30/2020	$30000	Title II Part A	Administrative Staff, Teachers, Instructional Coaches

Activity - Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent meetings will be held to build parental capacity to increase student achievement in literacy across all content areas. Included in these meetings will be: an opportunity for parents to learn how to go online to monitor their child's lesson and assessment progress, up to date explanation of literacy content expectations including reading, writing, science and social studies curriculum overviews and an explanation of computer-aided intervention programs being used, MiStar Parent Connect inservice, and other related topics. At each meeting, buildings will provide a way for parents to provide feedback about the structure, content, and helpfulness of the meetings. Child care, refreshments, grade level appropriate materials for home use will be provided to families. Teachers or paraprofessional presenting at each meeting may receive a stipend to prepare, attend, and present at each meeting. Schools: All Schools	Parent Involvement	Tier 1	Implement	07/01/2018	06/30/2020	$12000	Section 31a, Title I Part A	SIP Leadership Teams, Building Administration

Activity - Essential Practices Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Teachers will be trained in the Essential Practices of Early Literacy and Elementary Literacy and Secondary teachers will be trained in the Essential Practices of Disciplinary Literacy. Schools: All Schools	Direct Instruction	Tier 1	Getting Ready	08/01/2019	06/30/2021	$1000	Title II Part A	ISD Consultants, Admin, Teachers

Strategy 2:

Close and Critical Reading - Teachers will use the Close and Critical Reading protocol aligned to the Common Core State Standards to teach students how to

comprehend complex text as demonstrated by answering questions such as the following:

Step 1: What does the text say?

Step 2: How does the text say it? Or what techniques of craft and structure does the author use in the text?

Step 3: What does the text mean? Or what is the theme/thesis/concept of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose author's intent?

Step 4: What does the text mean to me or society?

Category: English/Language Arts

Research Cited: Anderson, R.C., & Pearson, P.D. (1984). Schema-Theoretic View of Basic Processes in Reading Comprehension. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.255-291). New York: Longman.

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Research Supporting Step # 2

How does the text says it?

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Meyer, B.J.F., & Rice, G.E. (1984). The Structure of Text. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.319-351). New York: Longman.

Taylor, B.M. & Beach, R.W. (1984). The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text. Reading Research Quarterly, 19, 134-146.

Research Supporting Step # 3

What does the text mean?

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Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983). Increasing Students Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships (Tech. Rep. No. 284). Urbana, IL University of Illinois, Center for the Study of Reading.

Research Supporting Step #4

What does the text mean to me?

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Garmston, R. J., & Wellman, B. M. (1992). How to make presentations that teach and transform. Alexandria, VA: Association for Supervision and Curriculum Development.

Garmston, R. J., & Wellman, B. M. (2009). The adaptive school: A sourcebook for developing collaborative groups (2nd ed.). Norwood, MA: Christopher-Gordon Publishers.

Tier: Tier 1

Activity - Close and Critical Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Staff and Administration will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards, receive and introduction to the Close and Critical Reading Consultant and be provided planning documents. Schools: All Schools	Getting Ready	Tier 1	Getting Ready	05/19/2014	06/12/2015	$0	No Funding Required	Outside Close and Critical Reading Consultant in conjunction with district administration

Activity - Close and Critical Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and administrators will continue to receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2019	$3000	Title II Part A	Close and Critical Reading Consultant along with district administration

Activity - Development of Professional Learning Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Administration and CCR Leadership teams will work with CCR Coach to develop a professional learning calendar to ensure that there is opportunity for staff to implement Close and Critical Reading Schools: All Schools	Getting Ready	Tier 1	Getting Ready	05/12/2014	06/30/2019	$0	No Funding Required	District administration. CCR Coach, CCR Leadership Teams

District Improvement Plan

Clarenceville School District

Activity - Close and Critical Reading Instruction Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text. Schools: All Schools	Implementation	Tier 1	Implement	09/02/2014	06/01/2020	$0	No Funding Required	All Instructional Staff

Activity - CCR Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lesson plan and daily instruction will reflect use of Close and Critical Reading Strategies. Administrators will conduct walk-throughs to observe use of Close and Critical Reading strategy and request samples of students work to demonstrate use of CCR in the classroom. Schools: All Schools	Monitor	Tier 1	Monitor	09/02/2014	06/30/2020	$0	No Funding Required	Building Administration

Activity - Close and Critical Reading Assessment Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will conduct school-wide assessments at least twice per year on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed. Schools: All Schools	Evaluation	Tier 1	Evaluate	09/02/2014	06/30/2020	$0	No Funding Required	All instructional staff, building administration

Activity - Program Evaluation Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, CCR Coach and CCR Leadership Teams will use the Program Evaluation tool to determine impact and fidelity of implementation. Schools: All Schools	Evaluation	Tier 1	Evaluate	09/02/2014	06/30/2019	$0	No Funding Required	Building and District Administration, CCR Coach and CCR Leadership Teams

Strategy 3:

Academic Vocabulary, Phonemic Awareness, & Word Study - Implement a district wide focus on phonemic awareness and phonics in the early grades along with word study and a focus on academic vocabulary in all grades to increase background knowledge for academic achievement.

Category: English/Language Arts

Research Cited: Research indicates that there is a strong, positive, reciprocal relationship between word knowledge and reading comprehension (Baumann,

Kame'enui, & Ash, 2003; National Reading Panel, 2000; RAND Reading Study Group, 2002).

Two major independent word learning strategies are the use of context and morphology clues. While studies on the use of context clues as an independent and versatile strategy for word learning have been somewhat limited, and some even cautionary about the limitations of naturally occurring contexts (Baldwin & Schatz, 1985; Schatz & Baldwin, 1986), there is sufficient evidence to support instruction in context clues for helping middle grades students infer word meanings (Buikema & Graves, 1993; Jenkins, Matlock, & Slocum, 1989; Kuhn & Stahl, 1998; Patberg, Graves, & Stibbe, 1984).

The well-known and widely accepted research of Beck, McKeown, and their colleagues (Beck, Perfitti, & McKeown, 1982; McKeown, Beck, Omanson, & Perfitti, 1983; McKeown, Beck, Omanson, & Pople,1985) with upper elementary and middle grades students has shown that effective vocabulary instruction places an emphasis on the semantic relationship among words. In these studies, instruction moved beyond the definitional level to include activities for presenting words in semantic categories, using words in meaningful sentence contexts, and applying words in new contexts. Beck, McKeown, and their colleagues concluded that both word learning and comprehension were positively impacted by instruction that focused on the semantic relatedness of words; highlighted words central to passage understanding; and provided students with frequent, meaningful encounters with words.

Invernizzi, Marcia, Mary Abouzeid, and J. Thomas Gill. "Using students' invented spellings as a guide for spelling instruction that emphasizes word study." The Elementary School Journal 95.2 (1994): 155-167.

Williams, Cheri, et al. "Word study instruction in the K–2 classroom." The Reading Teacher 62.7 (2009): 570-578.
Tier: Tier 1

Activity - Professional Learning focused on importance of utilizing academic vocabulary strategies & word study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the use of a word study program in the early grades and strategies for focusing on academic vocabulary in all subject areas in order for students to become better readers and writers. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/30/2020	$1000	Title II Part A	School Improvement teams, district administration, teachers

Activity - Building specific vocabulary building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will focus on word study and academic vocabulary building as appropriate to specific grade levels as generated by core content needs. Schools: All Schools	Implementation	Tier 1	Implement	09/02/2014	06/01/2019	$0	No Funding Required	All instructional staff

Activity - Monitoring of Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will monitor the implementation and usage of academic vocabulary through walk-throughs. Schools: All Schools	Monitor	Tier 1	Monitor	09/02/2014	06/30/2020	$0	No Funding Required	Building administration and instructional staff

Activity - Academic Vocabulary Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the effectiveness of the academic vocabulary & word study programs through the results on NWEA assessments. Schools: All Schools	Evaluation	Tier 1	Evaluate	09/02/2014	06/01/2020	$0	No Funding Required	All instructional staff

Strategy 4:

Cultures of Thinking - Staff will use thinking routines in all subject areas to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: School Culture

Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals: Deeper understanding of content, Greater motivation for learning, Development of learners' thinking and learning abilities. Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking). A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners. Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms. One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three. Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

-"Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.

-"Uncovering Students' Thinking about Thinking Using Concept Maps"- a paper prepared for the AERA Conference, March 2008. Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.

-Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000) -Intelligence in the Wild David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," Educational Psychology Review 12, no. 3 (2000): 269–93.

-Why Teach Habits of Mind? Shari Tishman, "Why Teach Habits of Mind?" inDiscovering and Exploring Habits of Mind, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.
- Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness Ron Ritchhart and David N. Perkins, "Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness," Journal of Social Issues 56, no. 1 (2000), 27–47.

-Making Thinking Visible David N. Perkins, "Making Thinking Visible," (2003) -Visible Thinking Shari Tishman and Patricia Palmer, "Visible Thinking," Leadership Compass 2, no. 4 (Summer 2005).

-Works of art are a good thing to think about Shari Tishman & Patricia Palmer. "Works of art are a good thing to think about: A study of the impact of the Artful Thinking program on students' concepts of thinking. In Evaluating the Impact of Arts and Cultural Education. Paris: Centre Pompidou, 89-101.

-The object of their attention Shari Tishman. "The object of their attention". Education Leadership, February 2008. 65 (5) pp. 44-46

-Thinking about Thinking: Preservice teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Preservice teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302
Tier: Tier 1

Activity - Foundations Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and two teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools. Schools: Clarenceville High School	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	$2500	Section 31a	Principal and two teacher leaders

Activity - Oakland Schools Cohort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
(If necessary) An expanded school team with our Principal and two teacher leaders to participate in a cohort through Oakland Schools Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2020	$2500	Title II Part A	Principals and teacher leadership teams

District Improvement Plan

Clarenceville School District

Activity - Cultures of Thinking School Tours	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New staff will participate in COT school tours to further professional learning about the 8 cultural forces. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	$2000	Title II Part A	Staff members designated by building principal.

Activity - Guided Lesson Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking." Staff will receive "Making Thinking Visible" and "Creating Cultures of Thinking" by Ron Ritchhart. Schools: All Schools	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	$1000	Title II Part A	All staff

Activity - Teacher Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will engage teacher team in reflective dialogue on a quarterly basis to monitor fidelity of implementation, and to identify opportunities to deepen work for the purposes next steps. Schools: All Schools	Monitor	Tier 1	Monitor	09/08/2015	06/01/2021	$7500	Title II Part A, Section 31a	Principals and Teacher Leadership Teams

Activity - End of Year Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the school year the principal will engage teacher team in reflective dialogue using the questions from the program evaluation to identify needed activities for the next school year. Schools: All Schools	Evaluation	Tier 1	Evaluate	05/02/2016	06/01/2021	$0	No Funding Required	Principal and teacher team

Strategy 5:

New Pedagogies for Deep Learning - Staff will develop knowledge and skills around the Deep Learning Competencies, better known as the 6 C's (Character Education, Citizenship, Communication, Critical Thinking and Problem-Solving, Collaboration, Creativity and Imagination), describe what the learning would look like for each of these, identify the pedagogies that foster these competencies, and design new measures to assess student progress in developing them. Staff will utilize and combine four elements to create the new pedagogies and foster deep learning –Learning Partnerships, Learning Environments, Pedagogical Practices and Leveraging Digital Tools.

Category: School Culture

Research Cited: Deep Learning is a concept based upon the research of Michael Fullen and Joanne Quinn which is written about in their recent book entitled Coherence: The Right Drivers in Action for Schools, Districts, and Systems. In their work they have articulated a Coherence Framework which attends to 4 key components which include Focusing Direction, Cultivating Collaborative Culture, Securing Accountability and Deepening Learning. They have also formed an international network of schools and school systems called the New Pedagogies for Deep Learning (NPDL) which engages these systems in developing a deeper understanding of these components. Evidence would suggest that systems can dramatically improve engagement by using the right driver of deepening learning. There are three elements that deepen learning by doing the following:

Establish clarity of deep learning goals
Build precision in pedagogies accelerated by digital
Shift practices through capacity building

Schools, districts, and systems that mobilize the right driver of deepening learning will cultivate clarity of learning outcomes, identify and shape the new pedagogies combined with digital innovations to build precision, and use collaborative learning to shift practices. Deep learning involves using new knowledge to solve real life problems and incorporates a range of skills and attributes. Research has identified six deep learning competencies which include: Communication,Critical Thinking. Collaboration, Creativity, Character, and Citizenship.

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Toronto: Canadian Education Association.
Tier: Tier 1

Activity - Deep Learning Staff PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and building administration and teacher leaders will participate in the Deep Learning seminars and trainings through Oakland Schools as well as the Deep Learning Global Network (NPDL) to develop knowledge and skills around the Deep Learning Competencies and supporting elements. Staff will develop skills and knowledge through a global partnership which seeks to renew to goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world. Schools: All Schools	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2022	$8000	Title II Part A, Section 31a	Central Office and Building administration, teacher leaders in each building

Activity - Implementation of Deeper Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| We will work with teacher leadership teams to change the role of teachers to that of activators of learning who design learning experiences that build on learner strengths and needs, create new knowledge using real-life problem solving and help all students identify their talents, purpose and passion.

Schools: All Schools | Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | $0 | | No Funding Required | Building and District Admin Team, NPDL Leadership Teams |

Activity - Reflective Dialogue of NPDL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NPDL Leadership Teams with reflect on practices with building and district administrative teams and other colleagues. Schools: All Schools	Monitor	Tier 1		07/01/2018	06/30/2022	$1000	Title II Part A	NPDL Leadership Teams and Administration

Measurable Objective 2:

A 3% increase of Black or African-American, Bottom 30%, Economically Disadvantaged, Homeless, Students with Disabilities and English Learners students will increase student growth   as indicated in the % met growth score of the accountability report in Reading by 06/30/2020 as measured by State Assessments.

Strategy 1:

Reading Interventions for Tier 2 and Tier 3 Students - Teachers and paraprofessionals will provide interventions for students not mastering state grade level

expectations based on results from standardized assessments such as M-Step, PSAT, SAT, NWEA, DIBELS, and DRA. The main resources used for these

interventions will be Adolescent Accelerated Reading Initiative (AARI), Rewards, Read Well, and Leveled Literacy Interventions (LLI).

Category: Learning Support Systems

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Tier: Tier 2

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will work in professional learning groups to identify student intervention learning needs. Schools: All Schools	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/30/2020	$0	No Funding Required	All instructional staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Interventions may include, but are not limited to, small group instruction using LLI, Read Well, Rewards, AARI, before and after school tutoring, individual instruction using Classroom teachers, Intervention teachers, ESL teachers and paraprofessionals.

Schools: All Schools | Implementation | Tier 2 | Implement | 09/02/2014 | 06/01/2021 | $689703 | Title II Part A, Title III, Section 31a, Title I Part A | All instructional staff |

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinforcement of reading comprehension and fluency skills for struggling and homeless students Schools: All Schools	Implementation	Tier 2	Implement	09/02/2014	06/30/2019	$20000	Section 31a	Select after school tutoring teachers and para-professionals.

Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment three times annually or as needed to monitor student growth achievement. (NWEA, DIBELS, DRA, other district assessments) Schools: All Schools	Monitor	Tier 2	Monitor	09/02/2014	06/30/2020	$15000	Other, General Fund	All instructional staff

Activity - Computer assisted prescriptive intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student needs -the use of computer assisted programs intended to increase reading comprehension and higher-level thinking skills. Programs may include but are not limited to: Expert 21, Reading A-Z, Starfall, BrainPop, Reading Street, Successmaker, iLit, Seesaw, Mystery Science and Rosetta Stone Schools: All Schools	Implementation	Tier 2	Implement	09/02/2014	06/01/2021	$10109	Title III, Section 31a, Title I Part A	Intervention teachers and para-educators.

Activity - Program Evaluation Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use the Program Evaluation tool to determine impact and fidelity of implementation of building specific reading intervention Schools: All Schools	Evaluation	Tier 2	Evaluate	09/02/2014	06/30/2020	$0	No Funding Required	All intervention program staff

Goal 3: All students attending Clarenceville School District will be proficient in Science

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency as assessed in Science by 06/28/2024 as measured by the State Assessment.

Strategy 1:

Close and Critical Reading - Teachers will use the Close and Critical Reading protocol aligned to the Common Core State Standards to teach students how to comprehend complex text as demonstrated by answering questions such as the following:

Step 1: What does the text say?

Step 2: How does the text say it? Or what techniques of craft and structure does the author use in the text?

Step 3: What does the text mean? Or what is the theme/thesis/concept of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose author's intent?

Step 4: What does the text mean to me or society?

Category:

Research Cited: Anderson, R.C., & Pearson, P.D. (1984). Schema-Theoretic View of Basic Processes in Reading

Comprehension. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading

Research (pp.255-291). New York: Longman.Summary: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano

Research Laboratory

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activity for helping learner-writers' in Walshe, R. D., March, P. & Jenson, D. (eds), (1998)Writing and

learning in Australia, Dellasta Books in association with Oxford University Press, Melbourne.

Research Supporting Step # 2

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Classroom Implementation to Engage Students With Text.The Elementary School Journal, 96, 385-414.

Meyer, B.J.F., & Rice, G.E. (1984). The Structure of Text. In P.D. Pearson, R. Barr, M.L. Kamil, & P.

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Taylor, B.M. & Beach, R.W. (1984). The Effects of Text Structure Instruction on Middle-Grade

Students' Comprehension and

Production of Expository Text. Reading Research Quarterly, 19, 134-146.

Research Supporting Step # 3

What does the text mean?

Gallagher, M., & Pearson, P.D. (1989) Discussion,

Comprehension, and Knowledge Acquisition in Content Area

Classrooms (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983). Increasing Students Sensitivity to Sources of

Information: An

Instructional Study in Question-Answer Relationships (Tech. Rep. No. 284). Urbana, IL University of

Illinois, Center for the Study of Reading.

Research Supporting Step #4

What does the text mean to me?

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Alexandria, VA: Association for Supervision and Curriculum Development.

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Tier: Tier 1

Activity - Close and Critical Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Staff and Administration will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards, receive and introduction to the Close and Critical Reading Consultant and be provided planning documents. Schools: All Schools	Getting Ready	Tier 1	Getting Ready	05/19/2014	06/12/2014	$0	No Funding Required	Outside Close and Critical Reading Consultant in conjunction with district administration

Activity - Close and Critical Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2018	$0	No Funding Required	Close and Critical Reading Consultant along with district administration

Activity - Development of Professional Learning Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Administration and CCR Leadership Teams, will work with CCR Coach to develop a professional learning calendar to ensure that there is opportunity for staff to implement Close and Critical Reading. Schools: All Schools	Getting Ready	Tier 1	Getting Ready	05/12/2014	06/29/2018	$0	No Funding Required	District Administration, CCR Leadership Team members, CCR Coach

Activity - Close and Critical Reading Instruction Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text. Schools: All Schools	Implementation	Tier 1	Implement	09/02/2014	06/30/2020	$0	No Funding Required	All Instructional Staff

Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct walkthroughs to observe use of Close and Critical Reading strategy. Schools: All Schools	Monitor	Tier 1	Monitor	09/02/2014	06/30/2020	$0	No Funding Required	All Instructional Staff and Building Administration

Activity - Tri-Annual Close and Critical Reading Assessment Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will conduct school-wide pre, mid and post assessments on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed. Schools: All Schools	Evaluation	Tier 1	Evaluate	09/02/2014	06/30/2021	$0	No Funding Required	All instructional staff

Activity - Program Evaluation Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Administration, CCR Leadership Team, and CCR Coach will use the Program Evaluation tool to determine impact and fidelity of implementation.

Schools: All Schools | Evaluation | Tier 1 | Evaluate | 09/02/2014 | 06/29/2018 | $0 | No Funding Required | Administration, CCR Leadership Team, and CCR Coach |

Strategy 2:

New Pedagogies for Deep Learning - Staff will develop knowledge and skills around the Deep Learning Competencies, better known as the 6 C's (Character Education, Citizenship, Communication, Critical Thinking and Problem-Solving, Collaboration, Creativity and Imagination), describe what the learning would look like for each of these, identify the pedagogies that foster these competencies, and design new measures to assess student progress in developing them. Staff will utilize and combine four elements to create the new pedagogies and foster deep learning –Learning Partnerships, Learning Environments, Pedagogical Practices and Leveraging Digital Tools

Category: School Culture

Research Cited: Deep Learning is a concept based upon the research of Michael Fullen and Joanne Quinn which is written about in their recent book entitled Coherence: The Right Drivers in Action for Schools, Districts, and Systems. In their work they have articulated a Coherence Framework which attends to 4 key components which include Focusing Direction, Cultivating Collaborative Culture, Securing Accountability and Deepening Learning. They have also formed an international network of schools and school systems called the New Pedagogies for Deep Learning (NPDL) which engages these systems in developing a deeper understanding of these components. Evidence would suggest that systems can dramatically improve engagement by using the right driver of deepening learning.

There are three elements that deepen learning by doing the following:

Establish clarity of deep learning goals

Build precision in pedagogies accelerated by digital

Shift practices through capacity building

Schools, districts, and systems that mobilize the right driver of deepening learning will cultivate clarity of learning outcomes, identify and shape the new pedagogies combined with digital innovations to build precision, and use collaborative learning to shift practices. Deep learning involves using new knowledge to solve real life problems and incorporates a range of skills and attributes. Research has identified six deep learning competencies which include: Communication, Critical Thinking. Collaboration, Creativity, Character, and Citizenship.

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Willms, D., Friesen, S., and Milton, P. (2009). What did you do in School Today? Transforming classrooms through social, academic and intellectual engagement.
Toronto: Canadian Education Association.

Tier: Tier 1

Activity - Deep Learning Staff PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Principals and teacher leaders will participate in the Deep Learning seminars through Oakland Schools and the Global Deep Learning Network to develop knowledge and skills around the Deep Learning Competencies and supporting elements Staff will develop skills and knowledge through a global partnership which seeks to renew to goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world.

Schools: All Schools | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/30/2019 | $0 | No Funding Required | Central office and building administration, teacher leaders in each building |

Strategy 3:

Participate in Systemic Professional Development for Implementation of Michigan Science Standards - Improve Teaching Strategies to Support Visible Learning of Students with a Focus on the Science Practices of engaging in argument from evidence, constructing explanations and designing solutions, and developing and using models while engaging students in productive discourse.

Category: Science

Research Cited: http://www.ncbi.nlm.nih.gov/books/NBK285702/

Tier: Tier 1

Activity - Michigan Science Standard and NGSX Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Michigan Science Standard and NGSX Professional Development, offered by Oakland School and other providers,for K-12 teachers. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	07/03/2017	06/30/2021	$5000	Title II Part A	District administration and K-12 staff responsible for delivering Science curriculum

Goal 4: All students attending Clarenceville School District will feel safe and engaged in their school community.

Measurable Objective 1:

collaborate to decrease the number of office behavior referrals by 10% by 06/30/2020 as measured by as measured by office referrals.

Strategy 1:

Ruler Approach - Teaches students the anchors of emotional intelligence to enhance their ability to understand and regulate their own emotions while considering and empathizing with how others are feeling. Students will meet at least once a month in small groups with a mentor teacher. Each month, a different aspect of RULER will be taught and put into practice.

Category: School Culture

Research Cited: Rivers, S.E., Brackett M.A., Reyes, M.R., Albertson, N.A. and Salovey, P. (2012) "Improving the Social and Emotional Climate of Classrooms: A Clustered Randomized Controlled Trial Testing The RULER Approach".

Reyes, M.R., Brackett M.A., Rivers, S.E., Albertson, N.A., and Salovey, P. (2012) "The Interaction Effect of Program Training, Dosage, and Implementation Quality Targeted Student Outcomes for the RULER Approach to Social-Emotional Learning."

Tier: Tier 1

Activity - Professional Development (Ruler Training)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Starting in the 2016-2017 school year, several staff members from each building are being trained at Oakland Schools in the RULER Approach. Those staff members, in turn, come back and lead staff meetings to pass along the training to all staff members. Any additional training will be conducted through online modules beginning in 19-20 Schools: Clarenceville Middle School, Botsford Elementary School, Grandview Elementary School	Professiona l Learning	Tier 1	Getting Ready	09/12/2016	06/30/2020	$3500	Section 31a	Teachers, Administrati on, Social Workers, Behavior Intervention Specialists, Student Support Coaches

Activity - Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At designated staff meetings, staff members will engage in reflective dialogue to identify opportunities to deepen work for the purposes of identifying next steps. Schools: Clarenceville Middle School, Botsford Elementary School, Grandview Elementary School	Monitor	Tier 1	Monitor	09/05/2017	06/30/2020	$0	No Funding Required	Administrati on, teachers, social workers, behavior intervention ists, student support coaches

Activity - Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All students will participate in a survey to assess their level of social-emotional awareness.

Schools: Clarenceville Middle School, Botsford Elementary School, Grandview Elementary School | Evaluation | Tier 1 | Evaluate | 09/03/2018 | 06/30/2020 | $500 | Section 31a | Administration, teachers |

Activity - Monitoring Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principals will monitor the number of discipline referrals using MiStar and/or Illuminate student data system. Schools: Clarenceville Middle School, Botsford Elementary School, Grandview Elementary School	Evaluation	Tier 1	Evaluate	06/30/2018	06/30/2020	$0	No Funding Required	Building Principals

Strategy 2:

Behavior Support for Students (for example: Coaches, Interventionist, Counseling, Social Work) - Student support coaches / Behavior interventionists / Counselors / Social Workers will work with at-risk students by providing Tiered Levels of Support/Intervention for students with emotional/behavioral, social, motivation and school success challenges. In addition, they may

• Implement Positive Behavior Supports, Restorative Practices and Social-Emotional Learning

• Support students individually or in small groups using a "Whole Child Approach"

• Maintain accurate and up to date student behavior and attendance data

• Assist with the development and implementation of classroom and/or individual behavior plans

• Maintain confidentiality of student information

• Work cooperatively with students, parents and staff in the best interest of the child

• Provide Crisis Intervention

• Provide, train and develop Tier 1, 2 and 3 Levels of Behavioral Support

• Communicate with all stakeholders including staff and parents

• Work with administration to implement consistent lunchroom, recess, and bus protocols and procedures

• Monitor student attendance to help solve absenteeism issues

Category: School Culture

Research Cited: Bradshaw, Catherine P., et al. "Integrating school-wide positive behavioral interventions and supports with tier 2 coaching to student support teams: The PBIS plus model." Advances in School Mental Health Promotion 5.3 (2012): 177-193.

Bradshaw, Catherine P., et al. "The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools." School Psychology Quarterly 23.4 (2008): 462.

Bradshaw, Catherine P. "Preventing bullying through Positive Behavioral Interventions and Supports (PBIS): A multitiered approach to prevention and integration."

Theory Into Practice 52.4 (2013): 288-295.

Gregory, Anne, et al. "The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline." Journal of Educational and Psychological Consultation 26.4 (2016): 325-353.

McCluskey, Gillean, et al. "Can restorative practices in schools make a difference?." Educational Review 60.4 (2008): 405-417.

Latimer, Jeff, Craig Dowden, and Danielle Muise. The effectiveness of restorative justice practices: A meta-analysis. Research and Statistics Division, 2001.

Sheldon, Steven B. "Improving student attendance with school, family, and community partnerships." The Journal of Educational Research 100.5 (2007): 267-275.

Epstein, Joyce L., and Steven B. Sheldon. "Present and accounted for: Improving student attendance through family and community involvement." The Journal of Educational Research 95.5 (2002): 308-318.

Yoder, Nicholas. "Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks. Research-to Practice Brief." Center on Great Teachers and Leaders (2014).

Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82, 405-432.

Solomon, Battistich, Watson, Schaps, & Lewis, 2000) (Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the child development project. Social Psychology of Education, 4, 3-51.

Tier: Tier 3

Activity - Tier 1 PBIS Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Each building will implement at least a Tier 1 behavior support program. Tier 1 supports of positive behavioral interventions and supports (PBIS) consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. For example, a school team may determine that disrespect for self, others, and property is a set of behaviors they would like to target for change. They may choose the positive reframing of that behavior and make that one of their behavioral expectations. Respect Yourself, Others, and Property would be one of their behavioral expectations. Research indicates that 3-5 behavioral expectations that are positively stated, easy to remember, and significant to the climate are best. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	06/30/2018	06/30/2020	$0	No Funding Required	Administration, PBIS Teacher Leaders

Activity - Social / Emotional Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be engaged in learning about the process of developing students' and adults' social and emotional competencies--the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices, this may include restorative practices and trauma-informed education. SEL helps make individuals understand and regulate their emotions, successfully complete goals, take others' perspective or point of view, develop positive relationships, and make responsible decisions. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	06/30/2018	06/30/2020	$3000	Title II Part A	Administration, Teachers

Activity - Parent Engagement in Social-Emotional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be trained in the components of SEL, RULER, and/or restorative practices and how they may practice these techniques in their own homes. Schools: All Schools	Parent Involvement	Tier 1	Implement	06/30/2018	06/30/2020	$400	Section 31a, Title I Part A	Administration, Coaches, Teacher Leaders

Activity - Small Group Social-Emotional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Identified students will meet with behavior coaches / interventionist at least weekly to learn the aspects of RULER and emotion regulation. They may participate in restorative practices circles. Schools: Clarenceville Middle School, Botsford Elementary School, Grandview Elementary School	Behavioral Support Program	Tier 3	Implement	03/01/2017	06/30/2020	$217000	Section 31a	Behavior interventionist, Student Support Coaches

Activity - Monitoring Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principals will monitor the number of discipline referrals using MiStar and/or Illuminate student data system. Schools: All Schools	Monitor	Tier 1	Monitor	08/27/2018	06/30/2020	$0	No Funding Required	Building Principal

Activity - Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a survey to assess their level of social-emotional awareness. Schools: All Schools	Evaluation	Tier 1	Evaluate	06/30/2018	06/30/2019	$0	No Funding Required	Principal and Teachers

Activity - Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At designated staff meetings, staff members will engage in reflective dialogue to identify opportunities to deepen work for the purposes of identifying next steps. Schools: All Schools	Evaluation, Monitor	Tier 1	Monitor	06/30/2018	06/30/2020	$0	No Funding Required	Principal and Teachers

Goal 5: All students and will establish career readiness goals and be given the opportunity to explore and be made aware of career options.

Measurable Objective 1:

achieve college and career readiness through awareness and exploration by 06/30/2021 as measured by student surveys.

Strategy 1:

Self-Awareness - Self Awareness Development of the 21st Century Skills (Soft Skills) including Collaboration, Communication, Creativity, Character, Citizenship, and Critical Thinking in order to promote understanding of personal interests, talents, performance levels and values.

Category: Career and College Ready

Research Cited: Towards a new end: New pedagogies for deep learning

M Fullan, M Langworthy - 2013 - michaelfullan.ca

Tier: Tier 1

Activity - Professional Development of NPDL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in the NPDL framework using the NPDL hub of resources. Schools: All Schools	Getting Ready	Tier 1	Getting Ready	09/01/2019	06/30/2021	$5000	Title II Part A	Administration, Teachers, Paraprofessionals

Activity - Implementation of NPDL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be expected to teach the 6 Cs in their classrooms and implement the NPDL framework using the resources available on the hub. Schools: All Schools	Implementation	Tier 1	Implement	09/01/2019	06/30/2021	$2000	Title II Part A	Principals, Teachers

Strategy 2:

Option Awareness - Development of option awareness to provide discovery and exploration of opportunities to various career paths for students.

Category: Career and College Ready

Research Cited: Self-efficacy in the prediction of academic performance and perceived career options.

RW Lent, SD Brown, KC Larkin - Journal of counseling psychology, 1986 - psycnet.apa.org

Tier: Tier 1

Activity - Career Field Trips and Guest Speakers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

1) Field Trips to identify possible career options 2) Annual Career Day 3) Collaborate with Local Businesses ie. Zeal Credit Union, Clarenceville Education Foundation, Clarenceville United Methodist Church, Hungry Howie's Pizza, Ford Motor Co. Engineers 4) Books that explore career options Schools: All Schools	Implementation, Career Preparation/Orientation, Field Trip	Tier 1	Implement	09/01/2019	06/30/2021	$1000	General Fund	Principal, Teachers

Strategy 3:

Decision Making - Students will using a career pathways software program to help them determine post-high school plans.

Category: Career and College Ready

Research Cited: Effects of DISCOVER on Career SelfEfficacy and Decision Making of Undergraduates

MARY A. FUKUYAMA BARBARA S. PROBERT GREG J. NEIMEYER DOROTHY D. NEVILL APRIL E. METZLER

First published: September 1988

Tier: Tier 1

Activity - xello training and implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All MS and HS students will use the xello platform for career exploration. Schools: Clarenceville Middle School, Clarenceville High School	Career Preparation/Orientation	Tier 1	Implement	09/01/2019	06/30/2021	$2000	Other	Principals, Counselors, Career Facilitator, Teachers

Strategy 4:

Action - Students will create an initial EDP and Talent portfolio and each year they will update their portfolio. During their final years of schooling (11th and 12th grade), students will complete resume prep, application prep and have the option to speak with potential employers.

Category: Career and College Ready

Research Cited: American School Counselor Association (2004). ASCA National Standards for Students. Retrieved from

http://static.pdesas.org/content/documents/asca_national_standards_for_students.pdf

Career and College Readiness Lesson Plans. (n.d.). California Career Resource Network, California Department of Education. Retrieved from

http://www.californiacareers.info/#?Lesson Plans

Career Clusters. (n.d.). National Career Clusters Framework. Retrieved from https://careertech.org/career-clusters

Career Development Lesson Plans. (n.d.). Missouri Dept. of Elementary & Secondary Education. Retrieved from https://dese.mo.gov/college-career-readiness/school-counseling/curriculum/career-development-lesson-plans

Tier: Tier 1

Activity - EDP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students create and review/update EDPs. Schools: Clarenceville Middle School, Clarenceville High School	Career Preparation /Orientation	Tier 1	Implement	09/01/2019	06/30/2021	$0	No Funding Required	Counselors, Career Facilitator, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Interventions may include, but are not limited to, small group instruction using LLI, Read Well, Rewards, AARI, before and after school tutoring, individual instruction using Classroom teachers, Intervention teachers, ESL teachers and paraprofessionals.	Implementation	Tier 2	Implement	09/02/2014	06/01/2021	$145000	All instructional staff
Parent Engagement	Parent meetings will be held to build parental capacity to increase student achievement in literacy across all content areas. Included in these meetings will be: an opportunity for parents to learn how to go online to monitor their child's lesson and assessment progress, up to date explanation of literacy content expectations including reading, writing, science and social studies curriculum overviews and an explanation of computer-aided intervention programs being used, MiStar Parent Connect inservice, and other related topics. At each meeting, buildings will provide a way for parents to provide feedback about the structure, content, and helpfulness of the meetings. Child care, refreshments, grade level appropriate materials for home use will be provided to families. Teachers or paraprofessional presenting at each meeting may receive a stipend to prepare, attend, and present at each meeting.	Parent Involvement	Tier 1	Implement	07/01/2018	06/30/2020	$3000	SIP Leadership Teams, Building Administration
Parent Engagement in Social-Emotional Learning	Parents will be trained in the components of SEL, RULER, and/or restorative practices and how they may practice these techniques in their own homes.	Parent Involvement	Tier 1	Implement	06/30/2018	06/30/2020	$300	Administration, Coaches, Teacher Leaders
Computer-assisted prescriptive intervention	Based on student needs, the use of computer assisted programs intended to increase mathematics comprehension and higher-level thinking skills. Programs may include but are not limited to: Accucess Math, ST Math, Math 180, Imagine Math.	Implementation	Tier 2	Implement	09/01/2016	06/30/2021	$10000	Classroom teachers, Intervention teachers and Para-educators

Computer assisted prescriptive intervention	Based on student needs -the use of computer assisted programs intended to increase reading comprehension and higher-level thinking skills. Programs may include but are not limited to: Expert 21, Reading A-Z, Starfall, BrainPop, Reading Street, Successmaker, iLit, Seesaw, Mystery Science and Rosetta Stone	Implementation	Tier 2	Implement	09/02/2014	06/01/2021	$5019	Intervention teachers and para-educators.
Tutoring	Reinforcement of mathematic skills for struggling and homeless students	Implementation	Tier 2	Implement	09/06/2016	06/01/2021	$1000	Select after school tutoring teachers and paraprofessional
Parent Engagement	Parent meetings will be held to build parental capacity to increase student achievement in math. Included in these meetings will be: an opportunity for parents to learn how to go online to monitor their child's lesson progress, up to date explanation of math content expectations, math curriculum, overview and explanation of computer-aided intervention programs being used, MiStar Parent Connect inservice, and other math related topics. At each meeting, buildings will provide a way for parents to provide feedback about the structure, content, and helpfulness of the meetings. Child care, refreshments, grade level appropriate math materials for home use will be provided to families. Teachers or paraprofessional presenting at each meeting will receive a stipend to prepare, attend, and present at each meeting.	Parent Involvement	Tier 1	Implement	07/01/2018	06/01/2020	$3000	Administration, SIP Teams, Teachers, Parents

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Feedback	All students will participate in a survey to assess their level of social-emotional awareness.	Evaluation	Tier 1	Evaluate	06/30/2018	06/30/2019	$0	Principal and Teachers
End of Year Reflection	At the end of the school year the principal will engage teacher team in reflective dialogue using the questions from the program evaluation to identify needed activities for the next school year.	Evaluation	Tier 1	Evaluate	05/02/2016	06/01/2021	$0	Principal and teacher team

Close and Critical Planning	School Improvement Staff and Administration will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards, receive and introduction to the Close and Critical Reading Consultant and be provided planning documents.	Getting Ready	Tier 1	Getting Ready	05/19/2014	06/12/2014	$0	Outside Close and Critical Reading Consultant in conjunction with district administration
Tri-Annual Close and Critical Reading Assessment Activity	School will conduct school-wide pre, mid and post assessments on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/30/2021	$0	All instructional staff
Program Evaluation Process	Administration, CCR Coach and CCR Leadership Teams will use the Program Evaluation tool to determine impact and fidelity of implementation.	Evaluation	Tier 1	Evaluate	09/02/2014	06/30/2019	$0	Building and District Administration, CCR Coach and CCR Leadership Teams
Reflective Dialogue	At designated staff meetings, staff members will engage in reflective dialogue to identify opportunities to deepen work for the purposes of identifying next steps.	Evaluation, Monitor	Tier 1	Monitor	06/30/2018	06/30/2020	$0	Principal and Teachers
Program Evaluation Process	Staff will use the Program Evaluation tool to determine impact and fidelity of implementation of building specific math intervention	Evaluation	Tier 2	Evaluate	05/01/2017	06/30/2019	$0	All intervention staff and classroom teachers where necessary
Monitoring of Academic Vocabulary	Building administrators will monitor the implementation and usage of academic vocabulary through walk-throughs.	Monitor	Tier 1	Monitor	09/02/2014	06/30/2020	$0	Building administration and instructional staff
Program Evaluation Process	Administration, CCR Leadership Team, and CCR Coach will use the Program Evaluation tool to determine impact and fidelity of implementation.	Evaluation	Tier 1	Evaluate	09/02/2014	06/29/2018	$0	Administration, CCR Leadership Team, and CCR Coach

Development of Professional Learning Calendar	District Administration and CCR Leadership Teams, will work with CCR Coach to develop a professional learning calendar to ensure that there is opportunity for staff to implement Close and Critical Reading.	Getting Ready	Tier 1	Getting Ready	05/12/2014	06/29/2018	$0	District Administration, CCR Leadership Team members, CCR Coach
Foundations Seminar	Principal and two teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	$0	Principals and teacher leadership team
Teacher Team Meetings	Principal will engage teacher teams in reflective dialogue on a quarterly basis to monitor fidelity of implementation, and to identify opportunities to deepen work for the purposes of the next steps.	Monitor	Tier 1	Monitor	09/06/2016	06/01/2020	$0	Principal and teacher team
Observational rounds for Framework for Teaching and best instructional practices	Building administrators will perform observational rounds focusing on specific components within the Framework for Teaching providing supportive feedback.	Monitor	Tier 1	Monitor	06/30/2018	06/01/2020	$0	Building Administrative Staff
Data Dialogues	Instructional staff will work in professional learning groups to identify student intervention learning needs.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/30/2020	$0	All instructional staff
Data Dialogues	Instructional staff will work in professional learning groups to identify student intervention learning needs.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/30/2020	$0	All instructional staff
Observational rounds for Framework for teaching and best instructional practices	Building administrators will perform observational rounds focusing on specific components within the Framework for Teaching providing supportive feedback.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2020	$0	Building Administrative team
Tier 1 PBIS Framework	Each building will implement at least a Tier 1 behavior support program. Tier 1 supports of positive behavioral interventions and supports (PBIS) consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. For example, a school team may determine that disrespect for self, others, and property is a set of behaviors they would like to target for change. They may choose the positive reframing of that behavior and make that one of their behavioral expectations. Respect Yourself, Others, and Property would be one of their behavioral expectations. Research indicates that 3-5 behavioral expectations that are positively stated, easy to remember, and significant to the climate are best.	Behavioral Support Program	Tier 1	Implement	06/30/2018	06/30/2020	$0	Administration, PBIS Teacher Leaders

CCR Walk-throughs	Teacher lesson plan and daily instruction will reflect use of Close and Critical Reading Strategies. Administrators will conduct walk-throughs to observe use of Close and Critical Reading strategy and request samples of students work to demonstrate use of CCR in the classroom.	Monitor	Tier 1	Monitor	09/02/2014	06/30/2020	$0	Building Administration
EDP	Students create and review/update EDPs.	Career Preparation /Orientation	Tier 1	Implement	09/01/2019	06/30/2021	$0	Counselors, Career Facilitator, Principal
Guided Lesson Design	Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking".	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	$0	All Staff
Academic Vocabulary Assessment	Teachers will monitor the effectiveness of the academic vocabulary & word study programs through the results on NWEA assessments.	Evaluation	Tier 1	Evaluate	09/02/2014	06/01/2020	$0	All instructional staff
Reflective Dialogue	At designated staff meetings, staff members will engage in reflective dialogue to identify opportunities to deepen work for the purposes of identifying next steps.	Monitor	Tier 1	Monitor	09/05/2017	06/30/2020	$0	Administration, teachers, social workers, behavior interventionists, student support coaches
Implementation of Deeper Learning	We will work with teacher leadership teams to change the role of teachers to that of activators of learning who design learning experiences that build on learner strengths and needs, create new knowledge using real-life problem solving and help all students identify their talents, purpose and passion.	Implementation	Tier 1	Implement	07/01/2018	06/30/2022	$0	Building and District Admin Team, NPDL Leadership Teams
Monitoring Discipline	Building principals will monitor the number of discipline referrals using MiStar and/or Illuminate student data system.	Monitor	Tier 1	Monitor	08/27/2018	06/30/2020	$0	Building Principal
Building specific vocabulary building	Instructional staff will focus on word study and academic vocabulary building as appropriate to specific grade levels as generated by core content needs.	Implementation	Tier 1	Implement	09/02/2014	06/01/2019	$0	All instructional staff
Assessment	On-line assessment administered three times annually to monitor student growth and achievement.	Monitor	Tier 2	Monitor	09/06/2016	06/30/2021	$0	All instructional staff

Implementation of Deeper Learning	We will work with teacher leadership teams to change the role of teachers to that of activators of learning who design learning experiences that build on learner strengths and needs, create new knowledge using real-life problem solving and help all students identify their talents, purpose and passion.	Implementation	Tier 1	Implement	07/01/2018	06/30/2020	$0	Building and District Admin Team, NPDL Leadership Teams
End of Year Reflection	At the end of the school year the principal will engage teacher team in reflective dialogue using the questions from the program evaluation to identify needed activities for the next school year.	Evaluation	Tier 1	Evaluate	05/01/2018	06/29/2018	$0	Principal and teacher team
Walkthroughs	Administrators will conduct walkthroughs to observe use of Close and Critical Reading strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/30/2020	$0	All Instructional Staff and Building Administration
Deep Learning Staff PD	Principals and teacher leaders will participate in the Deep Learning seminars through Oakland Schools and the Global Deep Learning Network to develop knowledge and skills around the Deep Learning Competencies and supporting elements Staff will develop skills and knowledge through a global partnership which seeks to renew to goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2019	$0	Central office and building administration, teacher leaders in each building
Development of Professional Learning Calendar	District Administration and CCR Leadership teams will work with CCR Coach to develop a professional learning calendar to ensure that there is opportunity for staff to implement Close and Critical Reading	Getting Ready	Tier 1	Getting Ready	05/12/2014	06/30/2019	$0	District administration. CCR Coach, CCR Leadership Teams
Close and Critical Planning	School Improvement Staff and Administration will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards, receive and introduction to the Close and Critical Reading Consultant and be provided planning documents.	Getting Ready	Tier 1	Getting Ready	05/19/2014	06/12/2015	$0	Outside Close and Critical Reading Consultant in conjunction with district administration

Program Evaluation Process	Staff will use the Program Evaluation tool to determine impact and fidelity of implementation of building specific reading intervention	Evaluation	Tier 2	Evaluate	09/02/2014	06/30/2020	$0	All intervention program staff
Close and Critical Professional Learning	Staff will continue to receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text	Professiona l Learning	Tier 1	Getting Ready	09/02/2014	06/15/2018	$0	Close and Critical Reading Consultant along with district administrati on
Close and Critical Reading Assessment Activity	School will conduct school-wide assessments at least twice per year on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/30/2020	$0	All instructiona l staff, building administrati on
Monitoring Discipline	Building principals will monitor the number of discipline referrals using MiStar and/or Illuminate student data system.	Evaluation	Tier 1	Evaluate	06/30/2018	06/30/2020	$0	Building Principals
Close and Critical Reading Instruction Activity	All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text.	Implementa tion	Tier 1	Implement	09/02/2014	06/30/2020	$0	All Instructiona l Staff
Close and Critical Reading Instruction Activity	All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text.	Implementa tion	Tier 1	Implement	09/02/2014	06/01/2020	$0	All Instructiona l Staff
Small Group Instruction	Interventions may include, but are not limited to, small group instruction, before and after school tutoring, individual instruction using , general funds, 31a, and Title I teachers and paraprofessionals,reteaching, and homework practice.	Implementa tion	Tier 2	Implement	09/06/2016	06/30/2021	$0	All instructiona l staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Oakland Schools Cohort	(If necessary)An expanded school team with our Principal and two teacher leaders to participate in a cohort through Oakland Schools.	Professiona l Learning	Tier 1	Getting Ready	08/01/2017	06/30/2019	$2500	Principal and teacher leadership team

Small Group Instruction	Interventions may include, but are not limited to, small group instruction using LLI, Read Well, Rewards, AARI, before and after school tutoring, individual instruction using Classroom teachers, Intervention teachers, ESL teachers and paraprofessionals.	Implementation	Tier 2	Implement	09/02/2014	06/01/2021	$3000	All instructional staff
Guided Lesson Design	Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking." Staff will receive "Making Thinking Visible" and "Creating Cultures of Thinking" by Ron Ritchhart.	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	$1000	All staff
Teacher Labs	Teachers will be provided with opportunities to observe teachers in or out of district for the purpose of becoming better at instruction of both whole and small groups of students	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2021	$29280	Building Admin, Teaching Staff
Cultures of Thinking School Tours	New staff will participate in COT school tours to further professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	$2000	Staff members designated by building principal.
Essential Practices Professional Learning	K-5 Teachers will be trained in the Essential Practices of Early Literacy and Elementary Literacy and Secondary teachers will be trained in the Essential Practices of Disciplinary Literacy.	Direct Instruction	Tier 1	Getting Ready	08/01/2019	06/30/2021	$1000	ISD Consultants, Admin, Teachers
Close and Critical Professional Learning	Staff and administrators will continue to receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2019	$3000	Close and Critical Reading Consultant along with district administration
Using and interpreting data to evaluate program effectiveness	Administration and teachers will receive training on using and interpreting data to evaluate program effectiveness (Illuminate Training, data protocol training, etc.) in order to support best instructional practices and teaching within the common core.	Evaluation, Monitor, Professional Learning	Tier 1	Evaluate	06/30/2018	06/30/2020	$5000	District administrative team, teachers
Instructional Coaching	Instructional Coaches will be utilized to help the staff improve instruction and implement best-practices. In Elementary School, the coach will be a reading specialist focusing specifically on early literacy.	Professional Learning	Tier 1	Implement	06/30/2018	06/01/2021	$5444	Administrative team and instructional coaches

Professional Learning for best instructional practices, common core, assessment and data dialogues	District Instructional and administrative staff will attend in-services, training, workshops and conferences focused on improvement of instruction as aligned with the common core, improving assessment practices, using and interpreting data to evaluate program effectiveness as correlated with the school improvement plans.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2019	$11000	All instructional and administrative staff
Reflective Dialogue of NPDL	NPDL Leadership Teams with reflect on practices with building and district administrative teams and other colleagues.	Monitor	Tier 1		07/01/2018	06/30/2022	$1000	NPDL Leadership Teams and Administration
Using and interpreting data to evaluate program effectiveness	Administration and teachers will receive training on using and interpreting data to evaluate program effectiveness (Illuminate Training, data protocol training, etc.) in order to support best instructional practices and teaching within the common core.	Evaluation, Monitor, Professional Learning	Tier 1	Evaluate	06/20/2016	06/30/2020	$5000	District administrative team and teachers
Deep Learning Staff PD	District and building administration and teacher leaders will participate in the Deep Learning seminars and trainings through Oakland Schools as well as the Deep Learning Global Network (NPDL) to develop knowledge and skills around the Deep Learning Competencies and supporting elements. Staff will develop skills and knowledge through a global partnership which seeks to renew to goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2022	$6000	Central Office and Building administration, teacher leaders in each building
Implementation of NPDL	Teachers will be expected to teach the 6 Cs in their classrooms and implement the NPDL framework using the resources available on the hub.	Implementation	Tier 1	Implement	09/01/2019	06/30/2021	$2000	Principals, Teachers
Professional Learning for best instructional practices, common core, assessment and data dialogues	District Instructional and administrative staff will attend in-services, training, workshops and conferences focused on improvement of instruction as aligned with the common core, improving assessment practices, using and interpreting data to evaluate program effectiveness as correlated with the school improvement plans.	Professional Learning	Tier 1		06/30/2018	06/30/2020	$11000	All instructional and administrative staff

Social / Emotional Professional Learning	Staff will be engaged in learning about the process of developing students' and adults' social and emotional competencies--the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices, this may include restorative practices and trauma-informed education. SEL helps make individuals understand and regulate their emotions, successfully complete goals, take others' perspective or point of view, develop positive relationships, and make responsible decisions.	Professional Learning	Tier 1	Getting Ready	06/30/2018	06/30/2020	$3000	Administration, Teachers
Cultures of Thinking School Tours	Designated staff will participate in COT school tours to further professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2020	$1000	Staff members designated by building principal.
Teacher Labs	Teachers will participate in peer-to-peer observation in order to share effective teaching practices.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/30/2020	$30000	Administrative Staff, Teachers, Instructional Coaches
Professional Learning focused on importance of utilizing academic vocabulary strategies & word study	Teachers will be trained in the use of a word study program in the early grades and strategies for focusing on academic vocabulary in all subject areas in order for students to become better readers and writers.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/30/2020	$1000	School Improvement teams, district administration, teachers
Reflective Dialogue of NPDL	NPDL Leadership Teams with reflect on practices with building and district administrative teams and other colleagues.	Monitor	Tier 1	Monitor	07/01/2018	06/30/2020	$1000	NPDL Leadership Teams and Administration
Michigan Science Standard and NGSX Professional Development	Michigan Science Standard and NGSX Professional Development, offered by Oakland School and other providers,for K-12 teachers.	Professional Learning	Tier 1	Getting Ready	07/03/2017	06/30/2021	$5000	District administration and K-12 staff responsible for delivering Science curriculum
Professional Development of NPDL	Staff will be trained in the NPDL framework using the NPDL hub of resources.	Getting Ready	Tier 1	Getting Ready	09/01/2019	06/30/2021	$5000	Administration, Teachers, Paraprofessionals

Oakland Schools Cohort	(If necessary) An expanded school team with our Principal and two teacher leaders to participate in a cohort through Oakland Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2020	$2500	Principals and teacher leadership teams
Deep Learning Staff PD	Principals and teacher leaders will participate in the 2018-19 Deep Learning seminars and training offered through Oakland Schools and NPDL to develop knowledge and skills around the Deep Learning Competencies and supporting elements Staff will develop skills and knowledge through a global partnership which seeks to renew to goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2020	$2000	Central Office and building administration, teacher leaders in each building
Teacher Team Meetings	Principal will engage teacher team in reflective dialogue on a quarterly basis to monitor fidelity of implementation, and to identify opportunities to deepen work for the purposes next steps.	Monitor	Tier 1	Monitor	09/08/2015	06/01/2021	$5000	Principals and Teacher Leadership Teams

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coaching	Instructional Coaches will be utilized to help the staff improve instruction and implement best-practices.	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2021	$24000	District and Building Admin, Coaches
Small Group Instruction	Interventions may include, but are not limited to, small group instruction using LLI, Read Well, Rewards, AARI, before and after school tutoring, individual instruction using Classroom teachers, Intervention teachers, ESL teachers and paraprofessionals.	Implementation	Tier 2	Implement	09/02/2014	06/01/2021	$540000	All instructional staff
Teacher Team Meetings	Principal will engage teacher team in reflective dialogue on a quarterly basis to monitor fidelity of implementation, and to identify opportunities to deepen work for the purposes next steps.	Monitor	Tier 1	Monitor	09/08/2015	06/01/2021	$2500	Principals and Teacher Leadership Teams
Parent Engagement in Social-Emotional Learning	Parents will be trained in the components of SEL, RULER, and/or restorative practices and how they may practice these techniques in their own homes.	Parent Involvement	Tier 1	Implement	06/30/2018	06/30/2020	$100	Administration, Coaches, Teacher Leaders

District Improvement Plan

Clarenceville School District

Tutoring	Reinforcement of reading comprehension and fluency skills for struggling and homeless students	Implementation	Tier 2	Implement	09/02/2014	06/30/2019	$20000	Select after school tutoring teachers and para-professionals.
Student Feedback	All students will participate in a survey to assess their level of social-emotional awareness.	Evaluation	Tier 1	Evaluate	09/03/2018	06/30/2020	$500	Administration, teachers
Instructional Coaching	Instructional Coaches will be utilized to help the staff improve instruction and implement best-practices.	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2021	$150000	District and Building Admin, Coaches
Professional Development (Ruler Training)	Starting in the 2016-2017 school year, several staff members from each building are being trained at Oakland Schools in the RULER Approach. Those staff members, in turn, come back and lead staff meetings to pass along the training to all staff members. Any additional training will be conducted through online modules beginning in 19-20	Professional Learning	Tier 1	Getting Ready	09/12/2016	06/30/2020	$3500	Teachers, Administration, Social Workers, Behavior Intervention Specialists, Student Support Coaches
Computer-assisted prescriptive intervention	Based on student needs, the use of computer assisted programs intended to increase mathematics comprehension and higher-level thinking skills. Programs may include but are not limited to: Accucess Math, ST Math, Math 180, Imagine Math.	Implementation	Tier 2	Implement	09/01/2016	06/30/2021	$1800	Classroom teachers, Intervention teachers and Para-educators
Deep Learning Staff PD	District and building administration and teacher leaders will participate in the Deep Learning seminars and trainings through Oakland Schools as well as the Deep Learning Global Network (NPDL) to develop knowledge and skills around the Deep Learning Competencies and supporting elements. Staff will develop skills and knowledge through a global partnership which seeks to renew to goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2022	$2000	Central Office and Building administration, teacher leaders in each building
Instructional Coaching	Instructional Coaches will be utilized to help the staff improve instruction and implement best-practices. In Elementary School, the coach will be a reading specialist focusing specifically on early literacy.	Professional Learning	Tier 1	Implement	06/30/2018	06/01/2021	$165000	Administrative team and instructional coaches

Computer assisted prescriptive intervention	Based on student needs -the use of computer assisted programs intended to increase reading comprehension and higher-level thinking skills. Programs may include but are not limited to: Expert 21, Reading A-Z, Starfall, BrainPop, Reading Street, Successmaker, iLit, Seesaw, Mystery Science and Rosetta Stone	Implementation	Tier 2	Implement	09/02/2014	06/01/2021	$3500	Intervention teachers and para-educators.
Foundations Seminar	Principal and two teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	$2500	Principal and two teacher leaders
Parent Engagement	Parent meetings will be held to build parental capacity to increase student achievement in literacy across all content areas. Included in these meetings will be: an opportunity for parents to learn how to go online to monitor their child's lesson and assessment progress, up to date explanation of literacy content expectations including reading, writing, science and social studies curriculum overviews and an explanation of computer-aided intervention programs being used, MiStar Parent Connect inservice, and other related topics. At each meeting, buildings will provide a way for parents to provide feedback about the structure, content, and helpfulness of the meetings. Child care, refreshments, grade level appropriate materials for home use will be provided to families. Teachers or paraprofessional presenting at each meeting may receive a stipend to prepare, attend, and present at each meeting.	Parent Involvement	Tier 1	Implement	07/01/2018	06/30/2020	$9000	SIP Leadership Teams, Building Administration
Small Group Social-Emotional Learning	Identified students will meet with behavior coaches / interventionist at least weekly to learn the aspects of RULER and emotion regulation. They may participate in restorative practices circles.	Behavioral Support Program	Tier 3	Implement	03/01/2017	06/30/2020	$217000	Behavior interventionist, Student Support Coaches
Tutoring	Reinforcement of mathematic skills for struggling and homeless students	Implementation	Tier 2	Implement	09/06/2016	06/01/2021	$17000	Select after school tutoring teachers and paraprofessional

Title III

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

Small Group Instruction	Interventions may include, but are not limited to, small group instruction using LLI, Read Well, Rewards, AARI, before and after school tutoring, individual instruction using Classroom teachers, Intervention teachers, ESL teachers and paraprofessionals.	Implementation	Tier 2	Implement	09/02/2014	06/01/2021	$1703	All instructional staff
Computer assisted prescriptive intervention	Based on student needs -the use of computer assisted programs intended to increase reading comprehension and higher-level thinking skills. Programs may include but are not limited to: Expert 21, Reading A-Z, Starfall, BrainPop, Reading Street, Successmaker, iLit, Seesaw, Mystery Science and Rosetta Stone	Implementation	Tier 2	Implement	09/02/2014	06/01/2021	$1590	Intervention teachers and para-educators.
Professional learning in working with ELL students	Staff will receive training on meeting the learning needs of EL students in core classroom instructional practices.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/30/2020	$8000	Distrcit ELL instructional staff and outside consultatns

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Field Trips and Guest Speakers	1) Field Trips to identify possible career options 2) Annual Career Day 3) Collaborate with Local Businesses ie. Zeal Credit Union, Clarenceville Education Foundation, Clarenceville United Methodist Church, Hungry Howie's Pizza, Ford Motor Co. Engineers 4) Books that explore career options	Implementation, Career Preparation/Orientation, Field Trip	Tier 1	Implement	09/01/2019	06/30/2021	$1000	Principal, Teachers
Assessment	Assessment three times annually or as needed to monitor student growth achievement. (NWEA, DIBELS, DRA, other district assessments)	Monitor	Tier 2	Monitor	09/02/2014	06/30/2020	$12000	All instructional staff

Other

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

xello training and implementation	All MS and HS students will use the xello platform for career exploration.	Career Preparation /Orientation	Tier 1	Implement	09/01/2019	06/30/2021	$2000	Principals, Counselors, Career Facilitator, Teachers
Assessment	Assessment three times annually or as needed to monitor student growth achievement. (NWEA, DIBELS, DRA, other district assessments)	Monitor	Tier 2	Monitor	09/02/2014	06/30/2020	$3000	All instructional 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
Close and Critical Planning	School Improvement Staff and Administration will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards, receive and introduction to the Close and Critical Reading Consultant and be provided planning documents.	Getting Ready	Tier 1	Getting Ready	05/19/2014	06/12/2015	$0	Outside Close and Critical Reading Consultant in conjunction with district administration
Close and Critical Professional Learning	Staff and administrators will continue to receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2019	$3000	Close and Critical Reading Consultant along with district administration
Development of Professional Learning Calendar	District Administration and CCR Leadership teams will work with CCR Coach to develop a professional learning calendar to ensure that there is opportunity for staff to implement Close and Critical Reading	Getting Ready	Tier 1	Getting Ready	05/12/2014	06/30/2019	$0	District administration. CCR Coach, CCR Leadership Teams
Close and Critical Reading Instruction Activity	All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text.	Implementation	Tier 1	Implement	09/02/2014	06/01/2020	$0	All Instructional Staff
CCR Walk-throughs	Teacher lesson plan and daily instruction will reflect use of Close and Critical Reading Strategies. Administrators will conduct walk-throughs to observe use of Close and Critical Reading strategy and request samples of students work to demonstrate use of CCR in the classroom.	Monitor	Tier 1	Monitor	09/02/2014	06/30/2020	$0	Building Administration

Close and Critical Reading Assessment Activity	School will conduct school-wide assessments at least twice per year on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/30/2020	$0	All instructional staff, building administration
Program Evaluation Process	Administration, CCR Coach and CCR Leadership Teams will use the Program Evaluation tool to determine impact and fidelity of implementation.	Evaluation	Tier 1	Evaluate	09/02/2014	06/30/2019	$0	Building and District Administration, CCR Coach and CCR Leadership Teams
Using and interpreting data to evaluate program effectiveness	Administration and teachers will receive training on using and interpreting data to evaluate program effectiveness (Illuminate Training, data protocol training, etc.) in order to support best instructional practices and teaching within the common core.	Evaluation, Monitor, Professional Learning	Tier 1	Evaluate	06/20/2016	06/30/2020	$5000	District administrative team and teachers
Observational rounds for Framework for teaching and best instructional practices	Building administrators will perform observational rounds focusing on specific components within the Framework for Teaching providing supportive feedback.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2020	$0	Building Administrative team
Instructional Coaching	Instructional Coaches will be utilized to help the staff improve instruction and implement best-practices. In Elementary School, the coach will be a reading specialist focusing specifically on early literacy.	Professional Learning	Tier 1	Implement	06/30/2018	06/01/2021	$170444	Administrative team and instructional coaches
Professional Learning for best instructional practices, common core, assessment and data dialogues	District Instructional and administrative staff will attend in-services, training, workshops and conferences focused on improvement of instruction as aligned with the common core, improving assessment practices, using and interpreting data to evaluate program effectiveness as correlated with the school improvement plans.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2019	$11000	All instructional and administrative staff
Professional learning in working with ELL students	Staff will receive training on meeting the learning needs of EL students in core classroom instructional practices.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/30/2020	$8000	Distrcit ELL instructional staff and outside consultatns
Data Dialogues	Instructional staff will work in professional learning groups to identify student intervention learning needs.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/30/2020	$0	All instructional staff

Small Group Instruction	Interventions may include, but are not limited to, small group instruction using LLI, Read Well, Rewards, AARI, before and after school tutoring, individual instruction using Classroom teachers, Intervention teachers, ESL teachers and paraprofessionals.	Implementation	Tier 2	Implement	09/02/2014	06/01/2021	$689703	All instructional staff
Tutoring	Reinforcement of reading comprehension and fluency skills for struggling and homeless students	Implementation	Tier 2	Implement	09/02/2014	06/30/2019	$20000	Select after school tutoring teachers and para-professionals.
Assessment	Assessment three times annually or as needed to monitor student growth achievement. (NWEA, DIBELS, DRA, other district assessments)	Monitor	Tier 2	Monitor	09/02/2014	06/30/2020	$15000	All instructional staff
Computer assisted prescriptive intervention	Based on student needs -the use of computer assisted programs intended to increase reading comprehension and higher-level thinking skills. Programs may include but are not limited to: Expert 21, Reading A-Z, Starfall, BrainPop, Reading Street, Successmaker, iLit, Seesaw, Mystery Science and Rosetta Stone	Implementation	Tier 2	Implement	09/02/2014	06/01/2021	$10109	Intervention teachers and para-educators.
Program Evaluation Process	Staff will use the Program Evaluation tool to determine impact and fidelity of implementation of building specific reading intervention	Evaluation	Tier 2	Evaluate	09/02/2014	06/30/2020	$0	All intervention program staff
Professional Learning focused on importance of utilizing academic vocabulary strategies & word study	Teachers will be trained in the use of a word study program in the early grades and strategies for focusing on academic vocabulary in all subject areas in order for students to become better readers and writers.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/30/2020	$1000	School Improvement teams, district administration, teachers
Building specific vocabulary building	Instructional staff will focus on word study and academic vocabulary building as appropriate to specific grade levels as generated by core content needs.	Implementation	Tier 1	Implement	09/02/2014	06/01/2019	$0	All instructional staff
Monitoring of Academic Vocabulary	Building administrators will monitor the implementation and usage of academic vocabulary through walk-throughs.	Monitor	Tier 1	Monitor	09/02/2014	06/30/2020	$0	Building administration and instructional staff
Academic Vocabulary Assessment	Teachers will monitor the effectiveness of the academic vocabulary & word study programs through the results on NWEA assessments.	Evaluation	Tier 1	Evaluate	09/02/2014	06/01/2020	$0	All instructional staff

Close and Critical Planning	School Improvement Staff and Administration will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards, receive and introduction to the Close and Critical Reading Consultant and be provided planning documents.	Getting Ready	Tier 1	Getting Ready	05/19/2014	06/12/2014	$0	Outside Close and Critical Reading Consultant in conjunction with district administration
Close and Critical Professional Learning	Staff will continue to receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2018	$0	Close and Critical Reading Consultant along with district administration
Development of Professional Learning Calendar	District Administration and CCR Leadership Teams, will work with CCR Coach to develop a professional learning calendar to ensure that there is opportunity for staff to implement Close and Critical Reading.	Getting Ready	Tier 1	Getting Ready	05/12/2014	06/29/2018	$0	District Administration, CCR Leadership Team members, CCR Coach
Close and Critical Reading Instruction Activity	All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text.	Implementation	Tier 1	Implement	09/02/2014	06/30/2020	$0	All Instructional Staff
Walkthroughs	Administrators will conduct walkthroughs to observe use of Close and Critical Reading strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/30/2020	$0	All Instructional Staff and Building Administration
Tri-Annual Close and Critical Reading Assessment Activity	School will conduct school-wide pre, mid and post assessments on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/30/2021	$0	All instructional staff
Program Evaluation Process	Administration, CCR Leadership Team, and CCR Coach will use the Program Evaluation tool to determine impact and fidelity of implementation.	Evaluation	Tier 1	Evaluate	09/02/2014	06/29/2018	$0	Administration, CCR Leadership Team, and CCR Coach

Data Dialogues	Instructional staff will work in professional learning groups to identify student intervention learning needs.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/30/2020	$0	All instructional staff
Small Group Instruction	Interventions may include, but are not limited to, small group instruction, before and after school tutoring, individual instruction using , general funds, 31a, and Title I teachers and paraprofessionals,reteaching, and homework practice.	Implementation	Tier 2	Implement	09/06/2016	06/30/2021	$0	All instructional staff
Tutoring	Reinforcement of mathematic skills for struggling and homeless students	Implementation	Tier 2	Implement	09/06/2016	06/01/2021	$18000	Select after school tutoring teachers and paraprofessional
Assessment	On-line assessment administered three times annually to monitor student growth and achievement.	Monitor	Tier 2	Monitor	09/06/2016	06/30/2021	$0	All instructional staff
Computer-assisted prescriptive intervention	Based on student needs, the use of computer assisted programs intended to increase mathematics comprehension and higher-level thinking skills. Programs may include but are not limited to: Accucess Math, ST Math, Math 180, Imagine Math.	Implementation	Tier 2	Implement	09/01/2016	06/30/2021	$11800	Classroom teachers, Intervention teachers and Para-educators
Program Evaluation Process	Staff will use the Program Evaluation tool to determine impact and fidelity of implementation of building specific math intervention	Evaluation	Tier 2	Evaluate	05/01/2017	06/30/2019	$0	All intervention staff and classroom teachers where necessary
Oakland Schools Cohort	(If necessary)An expanded school team with our Principal and two teacher leaders to participate in a cohort through Oakland Schools.	Professional Learning	Tier 1	Getting Ready	08/01/2017	06/30/2019	$2500	Principal and teacher leadership team
Cultures of Thinking School Tours	Designated staff will participate in COT school tours to further professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2020	$1000	Staff members designated by building principal.
Guided Lesson Design	Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking".	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	$0	All Staff

Teacher Team Meetings	Principal will engage teacher teams in reflective dialogue on a quarterly basis to monitor fidelity of implementation, and to identify opportunities to deepen work for the purposes of the next steps.	Monitor	Tier 1	Monitor	09/06/2016	06/01/2020	$0	Principal and teacher team
End of Year Reflection	At the end of the school year the principal will engage teacher team in reflective dialogue using the questions from the program evaluation to identify needed activities for the next school year.	Evaluation	Tier 1	Evaluate	05/01/2018	06/29/2018	$0	Principal and teacher team
Oakland Schools Cohort	(If necessary) An expanded school team with our Principal and two teacher leaders to participate in a cohort through Oakland Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2020	$2500	Principals and teacher leadership teams
Cultures of Thinking School Tours	New staff will participate in COT school tours to further professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	$2000	Staff members designated by building principal.
Guided Lesson Design	Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking." Staff will receive "Making Thinking Visible" and "Creating Cultures of Thinking" by Ron Ritchhart.	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	$1000	All staff
Teacher Team Meetings	Principal will engage teacher team in reflective dialogue on a quarterly basis to monitor fidelity of implementation, and to identify opportunities to deepen work for the purposes next steps.	Monitor	Tier 1	Monitor	09/08/2015	06/01/2021	$7500	Principals and Teacher Leadership Teams
End of Year Reflection	At the end of the school year the principal will engage teacher team in reflective dialogue using the questions from the program evaluation to identify needed activities for the next school year.	Evaluation	Tier 1	Evaluate	05/02/2016	06/01/2021	$0	Principal and teacher team
Deep Learning Staff PD	District and building administration and teacher leaders will participate in the Deep Learning seminars and trainings through Oakland Schools as well as the Deep Learning Global Network (NPDL) to develop knowledge and skills around the Deep Learning Competencies and supporting elements. Staff will develop skills and knowledge through a global partnership which seeks to renew to goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2022	$8000	Central Office and Building administration, teacher leaders in each building

Deep Learning Staff PD	Principals and teacher leaders will participate in the 2018-19 Deep Learning seminars and training offered through Oakland Schools and NPDL to develop knowledge and skills around the Deep Learning Competencies and supporting elements Staff will develop skills and knowledge through a global partnership which seeks to renew to goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2020	$2000	Central Office and building administration, teacher leaders in each building
Deep Learning Staff PD	Principals and teacher leaders will participate in the Deep Learning seminars through Oakland Schools and the Global Deep Learning Network to develop knowledge and skills around the Deep Learning Competencies and supporting elements Staff will develop skills and knowledge through a global partnership which seeks to renew to goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2019	$0	Central office and building administration, teacher leaders in each building
Michigan Science Standard and NGSX Professional Development	Michigan Science Standard and NGSX Professional Development, offered by Oakland School and other providers,for K-12 teachers.	Professional Learning	Tier 1	Getting Ready	07/03/2017	06/30/2021	$5000	District administration and K-12 staff responsible for delivering Science curriculum
Instructional Coaching	Instructional Coaches will be utilized to help the staff improve instruction and implement best-practices.	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2021	$174000	District and Building Admin, Coaches
Teacher Labs	Teachers will be provided with opportunities to observe teachers in or out of district for the purpose of becoming better at instruction of both whole and small groups of students	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2021	$29280	Building Admin, Teaching Staff
Observational rounds for Framework for Teaching and best instructional practices	Building administrators will perform observational rounds focusing on specific components within the Framework for Teaching providing supportive feedback.	Monitor	Tier 1	Monitor	06/30/2018	06/01/2020	$0	Building Administrative Staff

Using and interpreting data to evaluate program effectiveness	Administration and teachers will receive training on using and interpreting data to evaluate program effectiveness (Illuminate Training, data protocol training, etc.) in order to support best instructional practices and teaching within the common core.	Evaluation, Monitor, Professional Learning	Tier 1	Evaluate	06/30/2018	06/30/2020	$5000	District administrative team, teachers
Professional Learning for best instructional practices, common core, assessment and data dialogues	District Instructional and administrative staff will attend in-services, training, workshops and conferences focused on improvement of instruction as aligned with the common core, improving assessment practices, using and interpreting data to evaluate program effectiveness as correlated with the school improvement plans.	Professional Learning	Tier 1		06/30/2018	06/30/2020	$11000	All instructional and administrative staff
Teacher Labs	Teachers will participate in peer-to-peer observation in order to share effective teaching practices.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/30/2020	$30000	Administrative Staff, Teachers, Instructional Coaches
Implementation of Deeper Learning	We will work with teacher leadership teams to change the role of teachers to that of activators of learning who design learning experiences that build on learner strengths and needs, create new knowledge using real-life problem solving and help all students identify their talents, purpose and passion.	Implementation	Tier 1	Implement	07/01/2018	06/30/2022	$0	Building and District Admin Team, NPDL Leadership Teams
Reflective Dialogue of NPDL	NPDL Leadership Teams with reflect on practices with building and district administrative teams and other colleagues.	Monitor	Tier 1		07/01/2018	06/30/2022	$1000	NPDL Leadership Teams and Administration
Parent Engagement	Parent meetings will be held to build parental capacity to increase student achievement in literacy across all content areas. Included in these meetings will be: an opportunity for parents to learn how to go online to monitor their child's lesson and assessment progress, up to date explanation of literacy content expectations including reading, writing, science and social studies curriculum overviews and an explanation of computer-aided intervention programs being used, MiStar Parent Connect inservice, and other related topics. At each meeting, buildings will provide a way for parents to provide feedback about the structure, content, and helpfulness of the meetings. Child care, refreshments, grade level appropriate materials for home use will be provided to families. Teachers or paraprofessional presenting at each meeting may receive a stipend to prepare, attend, and present at each meeting.	Parent Involvement	Tier 1	Implement	07/01/2018	06/30/2020	$12000	SIP Leadership Teams, Building Administration

Parent Engagement	Parent meetings will be held to build parental capacity to increase student achievement in math. Included in these meetings will be: an opportunity for parents to learn how to go online to monitor their child's lesson progress, up to date explanation of math content expectations, math curriculum, overview and explanation of computer-aided intervention programs being used, MiStar Parent Connect inservice, and other math related topics. At each meeting, buildings will provide a way for parents to provide feedback about the structure, content, and helpfulness of the meetings. Child care, refreshments, grade level appropriate math materials for home use will be provided to families. Teachers or paraprofessional presenting at each meeting will receive a stipend to prepare, attend, and present at each meeting.	Parent Involvement	Tier 1	Implement	07/01/2018	06/01/2020	$3000	Administration, SIP Teams, Teachers, Parents
Implementation of Deeper Learning	We will work with teacher leadership teams to change the role of teachers to that of activators of learning who design learning experiences that build on learner strengths and needs, create new knowledge using real-life problem solving and help all students identify their talents, purpose and passion.	Implementation	Tier 1	Implement	07/01/2018	06/30/2020	$0	Building and District Admin Team, NPDL Leadership Teams
Reflective Dialogue of NPDL	NPDL Leadership Teams with reflect on practices with building and district administrative teams and other colleagues.	Monitor	Tier 1	Monitor	07/01/2018	06/30/2020	$1000	NPDL Leadership Teams and Administration
Tier 1 PBIS Framework	Each building will implement at least a Tier 1 behavior support program. Tier 1 supports of positive behavioral interventions and supports (PBIS) consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. For example, a school team may determine that disrespect for self, others, and property is a set of behaviors they would like to target for change. They may choose the positive reframing of that behavior and make that one of their behavioral expectations. Respect Yourself, Others, and Property would be one of their behavioral expectations. Research indicates that 3-5 behavioral expectations that are positively stated, easy to remember, and significant to the climate are best.	Behavioral Support Program	Tier 1	Implement	06/30/2018	06/30/2020	$0	Administration, PBIS Teacher Leaders

Social / Emotional Professional Learning	Staff will be engaged in learning about the process of developing students' and adults' social and emotional competencies--the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices, this may include restorative practices and trauma-informed education. SEL helps make individuals understand and regulate their emotions, successfully complete goals, take others' perspective or point of view, develop positive relationships, and make responsible decisions.	Professional Learning	Tier 1	Getting Ready	06/30/2018	06/30/2020	$3000	Administration, Teachers
Parent Engagement in Social-Emotional Learning	Parents will be trained in the components of SEL, RULER, and/or restorative practices and how they may practice these techniques in their own homes.	Parent Involvement	Tier 1	Implement	06/30/2018	06/30/2020	$400	Administration, Coaches, Teacher Leaders
Monitoring Discipline	Building principals will monitor the number of discipline referrals using MiStar and/or Illuminate student data system.	Monitor	Tier 1	Monitor	08/27/2018	06/30/2020	$0	Building Principal
Student Feedback	All students will participate in a survey to assess their level of social-emotional awareness.	Evaluation	Tier 1	Evaluate	06/30/2018	06/30/2019	$0	Principal and Teachers
Reflective Dialogue	At designated staff meetings, staff members will engage in reflective dialogue to identify opportunities to deepen work for the purposes of identifying next steps.	Evaluation, Monitor	Tier 1	Monitor	06/30/2018	06/30/2020	$0	Principal and Teachers
Career Field Trips and Guest Speakers	1) Field Trips to identify possible career options 2) Annual Career Day 3) Collaborate with Local Businesses ie. Zeal Credit Union, Clarenceville Education Foundation, Clarenceville United Methodist Church, Hungry Howie's Pizza, Ford Motor Co. Engineers 4) Books that explore career options	Implementation, Career Preparation /Orientation, Field Trip	Tier 1	Implement	09/01/2019	06/30/2021	$1000	Principal, Teachers
Professional Development of NPDL	Staff will be trained in the NPDL framework using the NPDL hub of resources.	Getting Ready	Tier 1	Getting Ready	09/01/2019	06/30/2021	$5000	Administration, Teachers, Paraprofessionals
Implementation of NPDL	Teachers will be expected to teach the 6 Cs in their classrooms and implement the NPDL framework using the resources available on the hub.	Implementation	Tier 1	Implement	09/01/2019	06/30/2021	$2000	Principals, Teachers

Essential Practices Professional Learning	K-5 Teachers will be trained in the Essential Practices of Early Literacy and Elementary Literacy and Secondary teachers will be trained in the Essential Practices of Disciplinary Literacy.	Direct Instruction	Tier 1	Getting Ready	08/01/2019	06/30/2021	$1000	ISD Consultants, Admin, Teachers

Grandview Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development (Ruler Training)	Starting in the 2016-2017 school year, several staff members from each building are being trained at Oakland Schools in the RULER Approach. Those staff members, in turn, come back and lead staff meetings to pass along the training to all staff members. Any additional training will be conducted through online modules beginning in 19-20	Professional Learning	Tier 1	Getting Ready	09/12/2016	06/30/2020	$3500	Teachers, Administration, Social Workers, Behavior Intervention Specialists, Student Support Coaches
Reflective Dialogue	At designated staff meetings, staff members will engage in reflective dialogue to identify opportunities to deepen work for the purposes of identifying next steps.	Monitor	Tier 1	Monitor	09/05/2017	06/30/2020	$0	Administration, teachers, social workers, behavior interventionists, student support coaches
Student Feedback	All students will participate in a survey to assess their level of social-emotional awareness.	Evaluation	Tier 1	Evaluate	09/03/2018	06/30/2020	$500	Administration, teachers
Monitoring Discipline	Building principals will monitor the number of discipline referrals using MiStar and/or Illuminate student data system.	Evaluation	Tier 1	Evaluate	06/30/2018	06/30/2020	$0	Building Principals
Small Group Social-Emotional Learning	Identified students will meet with behavior coaches / interventionist at least weekly to learn the aspects of RULER and emotion regulation. They may participate in restorative practices circles.	Behavioral Support Program	Tier 3	Implement	03/01/2017	06/30/2020	$217000	Behavior interventionist, Student Support Coaches

Clarenceville Middle School

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

Professional Development (Ruler Training)	Starting in the 2016-2017 school year, several staff members from each building are being trained at Oakland Schools in the RULER Approach. Those staff members, in turn, come back and lead staff meetings to pass along the training to all staff members. Any additional training will be conducted through online modules beginning in 19-20	Professional Learning	Tier 1	Getting Ready	09/12/2016	06/30/2020	$3500	Teachers, Administration, Social Workers, Behavior Intervention Specialists, Student Support Coaches
Reflective Dialogue	At designated staff meetings, staff members will engage in reflective dialogue to identify opportunities to deepen work for the purposes of identifying next steps.	Monitor	Tier 1	Monitor	09/05/2017	06/30/2020	$0	Administration, teachers, social workers, behavior interventionists, student support coaches
Student Feedback	All students will participate in a survey to assess their level of social-emotional awareness.	Evaluation	Tier 1	Evaluate	09/03/2018	06/30/2020	$500	Administration, teachers
Monitoring Discipline	Building principals will monitor the number of discipline referrals using MiStar and/or Illuminate student data system.	Evaluation	Tier 1	Evaluate	06/30/2018	06/30/2020	$0	Building Principals
Small Group Social-Emotional Learning	Identified students will meet with behavior coaches / interventionist at least weekly to learn the aspects of RULER and emotion regulation. They may participate in restorative practices circles.	Behavioral Support Program	Tier 3	Implement	03/01/2017	06/30/2020	$217000	Behavior interventionist, Student Support Coaches
xello training and implementation	All MS and HS students will use the xello platform for career exploration.	Career Preparation/Orientation	Tier 1	Implement	09/01/2019	06/30/2021	$2000	Principals, Counselors, Career Facilitator, Teachers
EDP	Students create and review/update EDPs.	Career Preparation/Orientation	Tier 1	Implement	09/01/2019	06/30/2021	$0	Counselors, Career Facilitator, Principal

Clarenceville High School

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

Foundations Seminar	Principal and two teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	$0	Principals and teacher leadership team
Foundations Seminar	Principal and two teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	$2500	Principal and two teacher leaders
xello training and implementation	All MS and HS students will use the xello platform for career exploration.	Career Preparation /Orientation	Tier 1	Implement	09/01/2019	06/30/2021	$2000	Principals, Counselors, Career Facilitator, Teachers
EDP	Students create and review/update EDPs.	Career Preparation /Orientation	Tier 1	Implement	09/01/2019	06/30/2021	$0	Counselors, Career Facilitator, Principal

Botsford Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development (Ruler Training)	Starting in the 2016-2017 school year, several staff members from each building are being trained at Oakland Schools in the RULER Approach. Those staff members, in turn, come back and lead staff meetings to pass along the training to all staff members. Any additional training will be conducted through online modules beginning in 19-20	Professional Learning	Tier 1	Getting Ready	09/12/2016	06/30/2020	$3500	Teachers, Administration, Social Workers, Behavior Intervention Specialists, Student Support Coaches
Reflective Dialogue	At designated staff meetings, staff members will engage in reflective dialogue to identify opportunities to deepen work for the purposes of identifying next steps.	Monitor	Tier 1	Monitor	09/05/2017	06/30/2020	$0	Administration, teachers, social workers, behavior interventionists, student support coaches
Student Feedback	All students will participate in a survey to assess their level of social-emotional awareness.	Evaluation	Tier 1	Evaluate	09/03/2018	06/30/2020	$500	Administration, teachers

Monitoring Discipline	Building principals will monitor the number of discipline referrals using MiStar and/or Illuminate student data system.	Evaluation	Tier 1	Evaluate	06/30/2018	06/30/2020	$0	Building Principals
Small Group Social-Emotional Learning	Identified students will meet with behavior coaches / interventionist at least weekly to learn the aspects of RULER and emotion regulation. They may participate in restorative practices circles.	Behavioral Support Program	Tier 3	Implement	03/01/2017	06/30/2020	$217000	Behavior interventionist, Student Support Coaches