



# **District Improvement Plan**

## Chippewa Valley Schools

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## **Introduction**

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

# **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.**

District-level stakeholders are engaged through existing leadership roles and/or committees. Building Administrators, School Improvement Chairpersons and district Curriculum Leaders share goals, strategies and resources. Each content area has a Curriculum Council made up of teacher representatives from each building, administrators and Educational Services personnel. These Curriculum Councils are led by one or more Curricular Leaders. The Councils set goals that seek to meet the needs of the District School Improvement Plan as well as the plans of each school. The Curricular Leaders are engaged in discussion on the implementation of strategies for district and school improvement plans. The Educational Services Department also meets to discuss the status of the District Plan. The Board of Education receives periodic reports and board presentations from the Superintendent and Educational Services on the progress of the curricular areas described in the Improvement Plan.

Our Central Citizens' Advisory Committee engages parents through a review of goals, strategies, data and the achievement status of our students. At PTO Presidents' meetings, parents are kept up-to-date with curriculum and student achievement. At the building level, parents are involved and informed about the school improvement process through presentations at PTO meetings, building-level meetings with principals (e.g.: "Coffee with the Principal"), stakeholder informational meetings and/or Parent Advisory groups. The School Improvement Plans for each school in the Chippewa Valley Schools are posted on both the school and district website and are available in the main offices.

During the 2014-2015 school year, Chippewa Valley Schools embarked on an ambitious five-year Strategic Planning initiative. A 75-member committee comprised of stakeholders throughout the school community (teachers, administrators, parents, students, local government, community members and business members) met on numerous occasions to establish new vision, mission, and belief statements. Time was spent learning about our district, analyzing best practices in education, and reviewing feedback and survey data from community and staff. The group met several times to establish goal areas that will help guide our future success: Curriculum and Instruction, District Culture, Technology and Staff Professional Learning. The participation of community stakeholders was instrumental in developing the current Strategic Plan. District stakeholders continue to provide valuable input in the continual refining of the plan.

Chippewa Valley welcomed an AdvancED System External Review Team to the district for four days wherein multiple stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. Stakeholders included the Board of Education (7), district personnel (165), students (201) and parents/community/local government/business leaders (42). Overall, the External Review Team interviewed 415 district stakeholders. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review.

For the current school year, all schools, K-12 in Chippewa Valley, utilized the Student, Parent and Staff Surveys on the new eProve survey platform. Surveys data from eProve will continue to be analyzed by individual schools and the district as a whole in order to be disseminated to stakeholders on a more frequent and timely basis.

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

These Chippewa Valley stakeholder groups were represented:

- K-12 Teachers, Teacher Leaders, Curricular Leaders and Administrators on District Curriculum Councils: Curriculum Councils are comprised of teacher representatives from each building, principals/assistant principals, and Educational Services administrators in each content area (Math, ELA, Science, Social Studies, World Languages, Fine Arts). Curricular Leaders, who are teacher leaders chosen for the positions, head the Curriculum Councils. The Councils set goals that follow the District School Improvement Plan as well as individual school plans.
- Educational Services Department: Assistant Superintendent of Educational Services, Executive Director of Elementary Education, and Director of Curriculum & Assessment meet to discuss the District Plan and disseminate the components of the plan and obtain input from the Superintendent's Cabinet. The plan is presented to the Board of Education.
- Building Administrators: Building principals participate on the District Self-Assessment committee, reviewing AdvancED Standards and Indicators. At the building level, stakeholders are involved and informed about the school improvement process through presentations at PTO meetings, building-level meetings with principals (e.g.: "Coffee with the Principal"), Stakeholder informational meetings and/or Parent Advisory groups.
- Stakeholder Groups: Students, staff and parents are surveyed regarding their perceptions of the school environment, of student achievement and the school improvement process.
- Parents on a variety of committees: Parents are engaged through our Central Citizens' Advisory Committee, PTO Presidents, Schools' Citizens Advisory Committees with a review of goals, strategies, data and the achievement status of our targets.

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

Stakeholders acknowledge that our district and its schools and district have gone through a positive transitional period over the past several years. With all the progress that has been made, we are still in the implementation/monitoring status in many areas. One example would be our Multi-Tiered Systems of Support (MTSS) structure that requires to be implemented more systematically and with fidelity.

Many of the opinions shared by stakeholders proved consistent with data collected in the past--most notably AdvancED surveys collected by individual schools from previous school years. Overall, parent, staff and student levels continue to be high. Some data points prove that the Chippewa Valley Schools still have areas in need of improvement; however, satisfaction levels of all stakeholder groups are generally high. These data show that stakeholders are satisfied with Chippewa Valley's level of effectiveness and its ability to educate students across the school community.

The final improvement plan will be communicated to all stakeholders as an electronic document posted on the district's web site. School Improvement Plans for each school in the Chippewa Valley Schools are posted on both the school and district website and are available in the main offices.

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Summary documents will be provided to Curriculum Councils, the Board of Education, and district employees. Progress will be reported mid-way through the school year with goal attainment levels at the end of the year. As data from the Michigan Department of Education is released, that will be shared as well.

Our findings are consistent with the feedback and interaction of our stakeholders. Survey results are confirmed when parents communicate with staff through parent-teacher conferences, open houses, curriculum nights, coffee with the principal meetings, counselor chats and casual conversation at sporting events and performing arts events.

With the introduction of the eProve platform for surveys, data analysis can be done more efficiently due to the real-time nature of the surveys. The data can be reviewed on the eProve website for immediate analysis. Reports can also be run for more in-depth analysis.



## **CVS Goals & Plans (June, 2018)**

## Overview

### Plan Name

CVS Goals & Plans (June, 2018)

### Plan Description

Updated for 2018

## 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 will become proficient readers.	Objectives: 1 Strategies: 6 Activities: 22	Academic	\$1378168
2	All students will be proficient in Mathematics.	Objectives: 1 Strategies: 6 Activities: 15	Academic	\$528500
3	All students will be proficient in Science.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$42200
4	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$42200
5	All Schools will implement and monitor a district-wide sensitivity/diversity plan to promote respect and understanding among staff, families and community.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$44200

# Goal 1: All students will become proficient readers.

## Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading and writing in English Language Arts by 06/30/2024 as measured by the district ELA benchmark assessment and spring state assessment.

## Strategy 1:

Multi-Tiered System of Support (MTSS) for Reading - Instructional and support staff will be trained to implement research-based interventions such as: iRead, SuccessMaker, Language for Learning and other interventions. Staff will also be trained in progress monitoring and using data to drive interventions. Extended day and extended year programs will be provided to students in need of on-going interventions.

Category: English/Language Arts

Research Cited: Afflerbach, P. Pearson, P.D., & Paris, S.G. (2008) Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61, 363-373.

Beer, K., & Probst, R. (2013) *Notice and Note: Strategies for Close Reading*. Portsmouth, NH: Heinemen.

Calkins, C., Ehrenworth, M., & Lehman, C. (2012) *Pathways to the common core: Accelerated Achievement*. Portsmouth, NH: Heinemann

Common Core Standards Initiatives [www.corestandards.org](http://www.corestandards.org)

Evenson, A., Mclver, M., Ryan,S., Schwols, A. (2013) *Common Core Standards for Elementary Grades 3 - 5 in Math & ELA*. Alexandria, VA ASCD

Tier: Tier 2

Activity - Purchase and Implement MTSS Reading Intervention programs and supplies/materials to monitor reading achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will purchase supplies/materials and implement consistent interventions among levels and progress monitoring tools to ensure all identified At-Risk students make adequate progress.  Schools: All Schools	Technology , Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$300000	General Fund, Title I Part A, Section 31a	District and Building Administrators, Data Specialist
Activity - Instructional Staff Training on Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional staff members will attend professional development that focuses on Reading intervention strategies, differentiation (eg: Journeys small group reading, iRead, differentiated word study and vocabulary, etc.) and programs to enhance student achievement.  Schools: All Schools	Professional Learning	Tier 2	Implement	08/27/2018	06/21/2019	\$20000	Title II Part A	Director of Grants, Title I Building Administrators
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Activity - Instructional Support Reading: Title I & At-Risk Intervention Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified Teachers (TOPS/ARTS), Intervention Specialists and Para-Educators will provide instructional support in literacy to identified Title I/At Risk and Bilingual students during the regular school day and/or extended school day to increase student achievement.  Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/04/2018	06/21/2019	\$350000	Title I Part A, Section 31a	Director of Grants, Building Principals, Title One Program Specialists (TOPS), At-Risk Teaching Specialists (ARTS), Intervention Specialists

Activity - School Data Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will conduct 3 or more data reviews per school year. During a data review meeting, staff are able to use a continual problem solving model in conjunction with NWEA MAP assessments to differentiate instruction for students' specific needs.  Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/04/2018	06/21/2019	\$17000	General Fund	Teachers, Counselors, Administrators, Ancillary Staff, Educational Services

Activity - Extended Day After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will provide after school tutoring to students to improve Reading/Literacy proficiency. Extended day tutoring will be offered at all levels based upon building needs. Transportation available per funding sources.  Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$77000	Section 31a, Title III, Title I Part A	Building Administrators, TOPS/ARTS Teachers

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Activity - Teacher Training-Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers/staff participating in the summer programs will be trained in assessment literacy.</p> <p>Schools: Ojibwa Elementary School, Clinton Valley Elementary School, Erie Elementary School, Miami Elementary School, Shawnee Elementary School, Huron Elementary School, Algonquin Middle School, Wyandot Middle School, Mohawk Elementary School, Fox Elementary School, Cherokee Elementary School, Ottawa Elementary School, Iroquois Middle School, Sequoyah Elementary School, Seneca Middle School, Cheyenne Elementary School</p>	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	Title II Part A	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Activity - Summer Literacy Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Through assessments, student needs will be identified to differentiate instruction. Teachers/staff will instruct students to improve reading skills and comprehension using guided reading groups, intervention programs and intensive strategies. Students will be provided with transportation to and from classes offered at three sites.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 2	Monitor	07/10/2018	08/06/2018	\$166000	Section 31a, Title III, Title I Part A	Summer Program Supervisors, Teachers, Para-Educators, Bilingual Teacher Coordinator, Data Specialist.
Activity - Monitor Summer School Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.</p> <p>Schools: Ojibwa Elementary School, Clinton Valley Elementary School, Fox Elementary School, Erie Elementary School, Miami Elementary School, Shawnee Elementary School, Cherokee Elementary School, Huron Elementary School, Mohawk Elementary School, Ottawa Elementary School, Sequoyah Elementary School, Cheyenne Elementary School</p>	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Title I Part A	Summer Program Supervisors, Director of Curriculum & Assessment
Activity - Literacy Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Literacy Symposium is a professional development offering that links practitioners with the most current research in the science of literacy. Teachers explore the relationships among language, reading, and writing and connect theory to practice.  Schools: All Schools	Professional Learning, Academic Support Program	Tier 3	Getting Ready	07/09/2018	07/10/2018	\$1668	Title II Part A	SpEd Teachers, SpEd Department
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Activity - Literacy Training for EL Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iLit Literacy Training for district EL teachers to work with EL students.  Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Getting Ready	07/09/2018	08/01/2018	\$600	Title II Part A	EL Coordinator, EL Teachers

### Strategy 2:

Parent Education to Promote Reading - Parent Education Liaison and McKinney-Vento (M-V) Liaison will develop resources and meet with parents to provide them with ways to reinforce reading at home.

Category: English/Language Arts

Research Cited: Harvey, S., Goudvis, A., (2000) Strategies That Work - Teaching Comprehension to Enhance Understanding. Portland, Maine: Stenhouse Publishers.

Price, H. (2008) Mobilizing the Community to Help Students Succeed. Alexandria, VA: ASCD

Tier: Tier 2

Activity - Parent Literacy Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.  Schools: Ojibwa Elementary School, Clinton Valley Elementary School, Erie Elementary School, Miami Elementary School, Shawnee Elementary School, Huron Elementary School, Algonquin Middle School, Wyandot Middle School, Mohawk Elementary School, Fox Elementary School, Cherokee Elementary School, Ottawa Elementary School, Iroquois Middle School, Sequoyah Elementary School, Seneca Middle School, Cheyenne Elementary School	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	Section 31a, Title I Part A	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison

Activity - Purchase of Supplies and Materials for Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District and building level funds will be used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage parents to participate in the instructional support of their children's reading.	Materials	Tier 2	Monitor	09/04/2018	06/14/2019	\$78000	Other, Section 31a, Title I Part A	Director of Grants, Title I Parent Liaison, Building Principals
Schools: All Schools								

### Strategy 3:

Student Engagement - The Reading curriculum and resources will be reviewed for high engagement activities. Instructional staff will be trained to implement strategies such as: Kagan Cooperative Learning, student goal setting, Classroom Instruction That Works (CITW), and rich performance tasks.

Category: English/Language Arts

Research Cited: Afflerbach, P., Pearson, P.D., & Paris, S.G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61, 363-373.

Beer, K., & Probst, R. (2013). *Notice and Note: Strategies for Close Reading*. Portsmouth, NH: Heineman.

Evenson, A., Mclver, M., Ryan, S., Schwols, A. (2013). *Common Core Standards for Elementary Grades 3-5 in Math & ELA*. Alexandria, VA ASCD

Tier: Tier 1

Activity - Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies into their Reading instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained over 3 days throughout the school year.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Title II Part A	Educational ; Services Building Administrators
Schools: All Schools								

Activity - Training and Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$7500	Title II Part A	Educational Services, Building Administrators
Schools: All Schools								

### Strategy 4:

ELA Curriculum & Assessment Alignment - Curriculum and Assessment will be aligned with State Standards through Curriculum Mapping and the implementation of new ELA programs in K-5 and 6-8. Teachers and support staff will be provided training on the implementation of the second year of ELA programs in grades K-8.

Teachers will receive training on development and implementation of rich performance tasks. Teachers will continue to implement common summative and formative assessments.

Category: English/Language Arts

SY 2017-2018



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Research Cited: Afflerbach, P. Pearson, P.D., & Paris, S.G. (2008) Clarifying differences between reading skills and reading strategies. The Reading Teacher, 61, 363-373.

Calkins, C., Ehrenworth, M., & Lehman, C. (2012) pathways to the common core: Accelerated Achievement. Portsmouth, NH: Heinemann.

Evenson, A., Mclver, M., Ryan, S., Schwols, A. (2013) Common Core Standards for Elementary Grades 3-5 in Math & ELA. Alexandria, VA ASCD.

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Common Core Standards will be unpacked by grade level and/or course. Curriculum maps for the teaching of Reading will be created and teachers will be trained to use them on Rubicon Atlas.  Schools: All Schools	Technology, Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$10500	Title II Part A	Educational Services, ELA Curriculum Leaders, Building Administrators

Activity - Common Summative and/or Formative Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the implementation of common assessments and/or formative assessments. Teachers will migrate common assessments to a new platform associated with current grading program.  Schools: All Schools	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Title II Part A	Educational Services, ELA Curricular Leaders, Building Administrators

Activity - Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.  Schools: Ojibwa Elementary School, Clinton Valley Elementary School, Erie Elementary School, Miami Elementary School, Shawnee Elementary School, Huron Elementary School, Algonquin Middle School, Wyandot Middle School, Mohawk Elementary School, Fox Elementary School, Cherokee Elementary School, Ottawa Elementary School, Iroquois Middle School, Sequoyah Elementary School, Seneca Middle School, Cheyenne Elementary School	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	Title II Part A	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department

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Activity - Instructional Staff Training and Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will attend professional development that focuses on Core Reading Instruction strategies and programs to enhance rigor.  Schools: All Schools	Technology, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$30000	Title II Part A	Director of Grants, Building Administrators, Educational Services
Activity - Assessment, Rubrics & Writing Prompts Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current assessments and rubrics will be reviewed for alignment with the State Standards. Teachers will be trained to create assessments, rubrics and writing prompts (informational, argument and/or opinion writing).  Schools: All Schools	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$5400	Title II Part A	Curriculum Director, ELA Curricular Leaders, ELA Curriculum Council Members

### Strategy 5:

5 Dimensions of Teaching & Learning - Chippewa Valley Schools adopted the University of Washington's Center for Educational Leadership (CEL) Teacher Evaluation System--The 5 Dimensions of Teaching & Learning. The 5D+ Teacher Evaluation instructional framework is derived from an extensive study of research on the core elements that constitute quality instruction that have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, Classroom Environment & Culture, and Professional Collaboration & Communication. With CEL's approach to redesigned teacher evaluation systems, school districts gain research-based methods and instruments to:

- Plan and implement a growth-oriented teacher evaluation system focused on high-quality learning.
- Develop a common language and shared vision for improving teaching & learning using an instructional framework
- Analyze & calibrate evaluation ratings across classrooms, schools and district using an evaluation rubric.
- Increase the expertise of school leaders to guide & support the professional growth of teachers.

District administrators will be provided intensive training in the components of the 5D+ Teacher Evaluation Tool.

Category: Other - Teacher Evaluation

Research Cited: The Research Base:

The University of Washington Center for Educational Leadership (CEL) has worked in partnership with school districts across the nation since 2001, employing current research from the UW's College of Education to maximize learning for all students. CEL's own practices are also under the research lens. CEL is continually collecting

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and analyzing data from work in the field to inform and improve. CEL's 5D™ assessment and 5 Dimensions of Teaching and Learning™ instructional framework draw on research that probes what high-quality teaching and learning look like in action.

The research is based on reports from CEL Research Project Lead Researcher, Chrysan Gallucci, Center for the Study of Teaching and Policy (CTP):

Boatright, E. & Gallucci, C. (2009). When Looking Within is Not Enough: How School Districts Act on a Recognized Need for External Expertise

Boatright, E. & Gallucci, C., Swanson J., Van Lare, M., & Yoon, I. (2008) Coaching for Instructional Improvement: Themes in Research and Practice

Gallucci, C., & Boatright, E. (2007). Gaining Traction through Professional Coaching: A Partnership between the Center for Educational Leadership and Highline School District (Interim Report #2)

Gallucci, C., Boatright, E., Lysne, D., & Swinnerton, J. (2006). The Pedagogy of Third-Party Support for Instructional Improvement: A Partnership between CEL and Highline School District (Interim Report #1)

Gallucci, C. & Swanson, J. (2006). Aiming High: Leadership for District-wide Instructional Improvement A Partnership between the Center for Educational Leadership and Norwalk-La Mirada Unified School District (Interim Report #1)

Gallucci, C. & Swanson, J. (2008). Balancing Direction and Support - Third Year Scale Up of a System-wide Instructional Reform Initiative: A Partnership between the Center for Educational Leadership and Norwalk-La Mirada Unified School District (Interim Report #2) by, January 2008

Swanson, J. (2007). Learning at Every Level: A Partnership between the Center for Educational Leadership and Marysville School District (Interim Report #1)

Van Lare, M., Yoon, I., & Gallucci, C. (2008). Orchestration as an Aspect of Leadership in District-Wide Reform: A Partnership between the Center for Educational Leadership and Marysville School District (Interim Report #2)

Reports from International Congress for School Effectiveness and Improvement (ICSEI) January 2008 Conference: "Educative Partnerships for Schooling Improvement and Effectiveness":

Fink, S. (2008). Leadership As Learning: Closing the achievement gap by improving instruction through content-focused leadership

Copland, M., & Blum, Dina (2008). Developing District-wide Expertise in Leaders' Ability to Analyze and Improve Instructional Practice

Knapp, M., Copland, M., Plecki, M., & Portin, B. (2008) Improving Leadership for Learning

Honig, M.I., (2012). District central office leadership as teaching: How central office administrators support principals' development as instructional leaders. Educational Administration Quarterly. Published online, April 2012. DOI: 10.1177/0013161X12443258.

Tier: Tier 1

Activity - 5D+ Rubric Crosswalk with High Leverage Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.  Schools: All Schools	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	K-12 Principals, Educational Services Department Personnel

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Activity - Implementation & Monitoring of 5D+ Teacher Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.  Schools: All Schools	Other - Teacher Evaluation, Professional Learning	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	No Funding Required	K-12 Principals, HR & Educational Services Personnel

### Strategy 6:

Administrator Evaluation System - The Michigan Revised School Code requires that Boards of School Districts ensure that Administrators are evaluated annually. The Administrator Performance Evaluation System evaluates an Administrator's performance across 6 components. NAESP and NASSP, which collaborated on the 2015 National Standards, developed the domains for use in the Administrator Evaluation Tool: (1) Professional Growth & Learning; (2) Organizational Management; (3) School Planning & Progress; (4) School Culture; (5) Professional Qualities & Instructional Leadership; (6) Stakeholder Support & Engagement.

These Components reflect the expectations that an effective Administrator is one who positively affects student achievement, retains and develops effective teachers, and maintains a positive school culture and climate.

This instrument recognizes that the role of an administrator has become more complex in recent years encompassing an increase in observing teachers, formulating feedback, recordkeeping, attending community events, mentoring teachers, intervening with students and families, spending time on personal professional development and leading by example for staff in the building.

#### Implementation of Strategy:

When the Superintendent, Assistant Superintendent, Executive Director are prepared to evaluate Administrators, a copy of the Administrator Evaluation packet should be provided to the Administrator (Admin).

- 1) For each component in the Performance Evaluation Tool, read the introduction and performance indicators. These indicators are intended to provide objective examples of the characteristics and/or actions an effective Admin would exhibit with respect to this Component.
- 2) Determine a rating for the Admin with respect to each Component. Circle the rating chosen (highly effective, effective, minimally effective, ineffective).
- 3) Provide comments in support of the rating. These comments will be helpful during the discussion with the Admin when the Admin's overall evaluation rating is determined. The comments may include specific examples of actions or behavior, general thoughts or impressions, or feedback from parents, students or staff.
- 4) To the extent there is information necessary to do so, rate the Admin on the Student Growth and Assessment portion of the evaluation. Provide comments in support of the ratings.

Complete the evaluation process as outlined in the Evaluation Tool's documents.

Category: Other - Administrator Evaluation

Research Cited: Arizona Department of Education in collaboration with the Arizona School Administrators Association (2014-2015). Principal Evaluation Process, An Arizona Model for Measuring Educator Effectiveness;

Kansas State Department of Education (June, 2011). Kansas Educator Evaluation Protocol (KEEP);

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Kentucky Department of Education (May, 2016). Kentucky Principals Performance Standards;  
Maine Schools for Excellence (May, 2016). Leader Evaluation and Professional Growth;  
Minnesota Department of Education (August, 2016). Minnesota Principal Development and Evaluation Rubric;  
New Hampshire Department of Education (April, 2012). New Hampshire Principals Evaluation Frameworks;  
Ohio Department of Education (November, 2015). Ohio Principal Evaluation System;  
Oregon Department of Education (January, 2013). Oregon Educational Leader/Administrator Rubric;  
Utah Department of Education (August, 2013). Utah educational Leadership Standards;  
State of Wisconsin Department of Public Instruction (2016). Wisconsin Framework for Principal Leadership.

Tier: Tier 1

Activity - Implementation of Administrator Evaluation System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.  Schools: All Schools	Other - Administrator Evaluation	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	No Funding Required	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education

## Goal 2: All students will be proficient in Mathematics.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in knowledge and application in Mathematics by 06/30/2024 as measured by the district Mathematics benchmark assessment and spring state assessment..

### Strategy 1:

Math Curriculum and Assessment Alignment - Math curriculum and assessment will be aligned with the State Standards through curriculum mapping and implementation of our core mathematics programs. Teachers will also be provided training on how to create and use appropriate assessments--both formative and summative.

Category: Mathematics

## District Improvement Plan

Chippewa Valley Schools

Research Cited: ASCD EduCore website - <http://educore.ascd.org>

Common Core Standards Initiative - [www.corestandards.org](http://www.corestandards.org)

Evenson, A., McIver, M., Ryan, S. & Schwols, A. (2013) Common Core Standards for Grades K - 2 and 3 - 5 in ELA and Math. Alexandria, VA: ASCD

Kanold, T., Briars, D., Fennel, F. (2012) What Principals Need to Know about Teaching and Learning Mathematics. Bloomington, IN: NAESP/Solution Tree Press

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math curriculum has been reviewed for alignment with State Standards. Standards were unpacked by grade level and/or course and along with program resources, and published as district curriculum maps. Teachers use Rubicon Atlas curriculum maps and learn how to incorporate them with their instruction  Schools: All Schools	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$4500	Title II Part A	Educational Services, Math Curricular Leaders, Math Council Members

Activity - Continued Professional Development for K-12 Teachers in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principals will monitor implementation of Elementary "Bridges" and Middle School "Connected Math" (CMP3) programs through classroom observations and walkthroughs. High school math teachers will meet collaboratively to enhance academic pathways, learning strategies and interventions to meet the needs of all high school students.  Schools: All Schools	Curriculum Development, Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$48000	Title II Part A, General Fund	Educational Services, Building Administrators, Math Curricular Leaders, Math Curriculum Council Members

Activity - Common Assessments and/or Formative Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the implementation of common assessments and/or formative assessments. Teachers will migrate common assessments to a new platform associated with current grading program.  Schools: All Schools	Curriculum Development, Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Title II Part A	Educational Services, Math Curricular Leaders, Building Administrators

## District Improvement Plan

Chippewa Valley Schools

### Strategy 2:

Multi-Tiered System of Support (MTSS) for Mathematics - Mathematics resources were reviewed for alignment with State Standards. Instructional and support staff will be trained to implement research-based interventions. Extended day and extended year programs will be provided to students in need of on-going interventions.

Category: Mathematics

Research Cited: Jordan, N., (2007) The Need for Number Sense. Journal of Educational Leadership. ASCD

Kilpatrick, J., Swafford, J., & Findell, B. (Eds). (2001) Adding it up: Helping children to learn mathematics. Washington, DC: National Academy Press

National Council of Teachers of Mathematics (2006) curriculum focal points for prekindergarten through grade 8 mathematics: A quest for coherence. Reston, VA:

Author.

Tier: Tier 2

Activity - Math Support Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as achieving below grade level in mathematics will be provided with an extra hour of math support during the school day. This class will scaffold the teaching in math classes and work with students to build math skills.  Schools: Chippewa Valley High School, Dakota High School, Wyandot Middle School, Algonquin Middle School, Iroquois Middle School, Seneca Middle School	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$246500	Title II Part A, Section 31a	Educational Services, Building Administrators
Activity - Implementation of MTSS Math Intervention Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will use Bridges & CMP3 interventions & differentiation strategies to support students..  Schools: All Schools	Academic Support Program	Tier 2	Getting Ready	09/05/2017	06/15/2018	\$100000	Section 31a, Title I Part A	Building Administrators, Curricular Leaders, Math Teachers
Activity - School Data Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## District Improvement Plan

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All schools conduct 3 or more data reviews per school year. During a data review meeting, staff are able to use a continual problem solving model in conjunction with NWEA MAP assessments to differentiate instruction for students' specific needs.  Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$17000	General Fund	Teachers, Administrators, Ancillary Staff, Counselors, Educational Services
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Activity - Extended Day After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are tutored in after or before the school day in Mathematics. Teachers/staff work with and progress monitor at-risk, Title I and McKinney-Vento students.  Schools: All Schools	Direct Instruction	Tier 2	Monitor	09/04/2018	06/14/2019	\$20000	Section 31a, Title II Part A	Building Administrators, Teachers, Para-Educators

Activity - Summer Math Support Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer programs will be offered for students not proficient in mathematics. These include a 5 week program for gr. 6-12 students. Teachers/staff will provide after school and summer opportunities for students to improve math proficiency. Teachers/staff will work with and progress monitor at-risk, Title I and M-V elementary students.  Schools: All Schools	Direct Instruction	Tier 2	Monitor	07/11/2017	08/15/2017	\$33000	Section 31a, Title II Part A, Other	Summer School Coordinators, Summer School Teachers, Data Specialist

### Strategy 3:

Parent Education to Promote Mathematics - Parent Education Liaison and McKinney-Vento (M-V) Liaison will develop resources and meet with parents to provide them with ways to work with their children at home to support Math achievement.

Category: Mathematics

Research Cited: Price, H. (2008) Mobilizing the Community to Help Students Succeed. ASCD

Tier: Tier 2

Activity - Parent Math Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## District Improvement Plan

Chippewa Valley Schools

Parent liaison in coordination with McKinney-Vento (M-V) Liaison will develop programs that involve parents in working with their children to support Math achievement. Math Education Nights will be offered at elementary and middle schools.  Schools: All Schools	Parent Involvement	Tier 2	Implement	09/04/2018	06/14/2019	\$6000	Title I Part A, Section 31a	Director of Grants, Title I Parent Liaison/Coordinator, McKinney-Vento (M-V) Liaison
<b>Activity - Purchase of Supplies and Materials for Parent Education</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
District and building level funds are used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage Title I, at-risk and M-V parents to participate in the instructional support of their children's Math education.  Schools: All Schools	Materials	Tier 2	Monitor	09/04/2018	06/14/2019	\$42500	Section 31a, Title I Part A, Other	Director of Grants, Parent Liaison, McKinney-Vento (M-V) Liaison, Building Principals

### Strategy 4:

Student Engagement - The Math curriculum and resources are reviewed for high engagement activities. Instructional staff will be trained to implement strategies such as: Kagan Cooperative Learning, student goal setting, Classroom Instruction that Works (CITW) and rich performance tasks.

Category: Mathematics

Research Cited: Evenson, A., McIver, M., Ryan, S., Schwols, A. (2013). Common Core Standards for Elementary Grades 3-5 in Math & ELA. Alexandria, VA ASCD

Evenson, A., McIver, M., Ryan, S., Schwols, A. (2013). Common Core Standards for Elementary Grades K-2 in Math & ELA. Alexandria, VA ASCD

Tier: Tier 1

<b>Activity - Training and Implementation of Classroom Instruction That Works (CITW) Strategies</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers implement CITW strategies into their Mathematics instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained during the school year.  Schools: All Schools	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Title II Part A	Educational Services, Building Administrators

## District Improvement Plan

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Activity - Training and Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement Kagan Cooperative Learning strategies.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$7500	Title II Part A	Educational Services, Building Administrators

### Strategy 5:

Teacher Evaluation - Chippewa Valley Schools has adopted the University of Washington's Center for Educational Leadership (CEL) Teacher Evaluation System--The 5 Dimensions of Teaching & Learning 5D+ Teacher Evaluation instructional framework is derived from an extensive study of research on the core elements that constitute quality instruction that have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, Classroom Environment & Culture, and Professional Collaboration & Communication. With CEL's approach to redesigned teacher evaluation systems, school districts gain research-based methods and instruments to:

- Plan and implement a growth-oriented teacher evaluation system focused on high-quality learning.
- Develop a common language and shared vision for improving teaching & learning using an instructional framework
- Analyze & calibrate evaluation ratings across classrooms, schools and district using an evaluation rubric.
- Increase the expertise of school leaders to guide & support the professional growth of teachers.

District administrators will be provided intensive training in the components of the 5D+ Teacher Evaluation Tool.

Category: Other - 5 Dimensions of Teaching & Learning

Research Cited: The Research Base:

The University of Washington Center for Educational Leadership (CEL) has worked in partnership with school districts across the nation since 2001, employing current research from the UW's College of Education to maximize learning for all students. CEL's own practices are also under the research lens. CEL is continually collecting and analyzing data from work in the field to inform and improve. CEL's 5D™ assessment and 5 Dimensions of Teaching and Learning™ instructional framework draw on research that probes what high-quality teaching and learning look like in action.

The research is based on reports from CEL Research Project Lead Researcher, Chrysan Gallucci, Center for the Study of Teaching and Policy (CTP):

Boatright, E. & Gallucci, C. (2009). When Looking Within is Not Enough: How School Districts Act on a Recognized Need for External Expertise

Boatright, E. & Gallucci, C., Swanson J., Van Lare, M., & Yoon, I. (2008) Coaching for Instructional Improvement: Themes in Research and Practice

Gallucci, C., & Boatright, E. (2007). Gaining Traction through Professional Coaching: A Partnership between the Center for Educational Leadership and Highline School District (Interim Report #2)

Gallucci, C., Boatright, E., Lysne, D., & Swinnerton, J. (2006). The Pedagogy of Third-Party Support for Instructional Improvement: A Partnership between CEL and Highline School District (Interim Report #1)

Gallucci, C. & Swanson, J. (2006). Aiming High: Leadership for District-wide Instructional Improvement A Partnership between the Center for Educational Leadership and Norwalk-La Mirada Unified School District (Interim Report #1)

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Chippewa Valley Schools

Gallucci, C. & Swanson, J. (2008). Balancing Direction and Support - Third Year Scale Up of a System-wide Instructional Reform Initiative: A Partnership between the Center for Educational Leadership and Norwalk-La Mirada Unified School District (Interim Report #2) by, January 2008

Swanson, J. (2007). Learning at Every Level: A Partnership between the Center for Educational Leadership and Marysville School District (Interim Report #1)

Van Lare, M., Yoon, I., & Gallucci, C. (2008). Orchestration as an Aspect of Leadership in District-Wide Reform: A Partnership between the Center for Educational Leadership and Marysville School District (Interim Report #2)

Reports from International Congress for School Effectiveness and Improvement (ICSEI) January 2008 Conference: "Educative Partnerships for Schooling Improvement and Effectiveness":

Fink, S. (2008). Leadership As Learning: Closing the achievement gap by improving instruction through content-focused leadership

Copland, M., & Blum, Dina (2008). Developing District-wide Expertise in Leaders' Ability to Analyze and Improve Instructional Practice

Knapp, M., Copland, M., Plecki, M., & Portin, B. (2008) Improving Leadership for Learning

Honig, M.I., (2012). District central office leadership as teaching: How central office administrators support principals' development as instructional leaders. Educational Administration Quarterly. Published online, April 2012. DOI: 10.1177/0013161X12443258.

Tier: Tier 1

Activity - 5D+ Rubric Crosswalk with High Leverage Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.  Schools: All Schools	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	K-12 Principals, Educational Services Department Personnel

Activity - Implementation & Monitoring of 5D+ Teacher Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.  Schools: All Schools	Other - Teacher Evaluation, Professional Learning	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	No Funding Required	K-12 Principals, HR & Educational Services Staff

### Strategy 6:

Administrator Evaluation System - The Michigan Revised School Code requires that Boards of School Districts ensure that Administrators are evaluated annually. The Administrator Performance Evaluation System evaluates an Administrator's performance across 6 components. NAESP and NASSP, which collaborated on the 2015 National Standards, developed the domains for use in the Administrator Evaluation Tool: (1) Professional Growth & Learning; (2) Organizational Management; (3) School Planning & Progress; (4) School Culture; (5) Professional Qualities & Instructional Leadership; (6) Stakeholder Support & Engagement.

These Components reflect the expectations that an effective Administrator is one who positively affects student achievement, retains and develops effective teachers, and maintains a positive school culture and climate.

This instrument recognizes that the role of an administrator has become more complex in recent years encompassing an increase in observing teachers, formulating feedback, recordkeeping, attending community events, mentoring teachers, intervening with students and families, spending time on personal professional development and leading by example for staff in the building.

Implementation of Strategy:

When the Superintendent, Assistant Superintendent, Executive Director are prepared to evaluate Administrators, a copy of the Administrator Evaluation packet should be provided to the Administrator (Admin).

- 1) For each component in the Performance Evaluation Tool, read the introduction and performance indicators. These indicators are intended to provide objective examples of the characteristics and/or actions an effective Admin would exhibit with respect to this Component.
- 2) Determine a rating for the Admin with respect to each Component. Circle the rating chosen (highly effective, effective, minimally effective, ineffective).
- 3) Provide comments in support of the rating. These comments will be helpful during the discussion with the Admin when the Admin's overall evaluation rating is determined. The comments may include specific examples of actions or behavior, general thoughts or impressions, or feedback from parents, students or staff.
- 4) To the extent there is information necessary to do so, rate the Admin on the Student Growth and Assessment portion of the evaluation. Provide comments in support of the ratings.

Complete the evaluation process as outlined in the Evaluation Tool's documents.

Category: Other - Administrator Evaluation

Research Cited: Arizona Department of Education in collaboration with the Arizona School Administrators Association (2014-2015). Principal Evaluation Process, An Arizona Model for Measuring Educator Effectiveness;

Kansas State Department of Education (June, 2011). Kansas Educator Evaluation Protocol (KEEP);

Kentucky Department of Education (May, 2016). Kentucky Principals Performance Standards;

Maine Schools for Excellence (May, 2016). Leader Evaluation and Professional Growth;

Minnesota Department of Education (August, 2016). Minnesota Principal Development and Evaluation Rubric;

New Hampshire Department of Education (April, 2012). New Hampshire Principals Evaluation Frameworks;

Ohio Department of Education (November, 2015). Ohio Principal Evaluation System;

Oregon Department of Education (January, 2013). Oregon Educational Leader/Administrator Rubric;

Utah Department of Education (August, 2013). Utah educational Leadership Standards;

State of Wisconsin Department of Public Instruction (2016). Wisconsin Framework for Principal Leadership.

Tier: Tier 1

**District Improvement Plan**

Chippewa Valley Schools

Activity - Implementation of Administrator Evaluation System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.</p> <p>Schools: All Schools</p>	Other - Administrator or Evaluation	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	General Fund	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education

**Goal 3: All students will be proficient in Science.**

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in knowledge and application in Science by 06/30/2024 as measured by the spring state assessment.

**Strategy 1:**

Student Engagement - The Science curriculum and resources are reviewed for high engagement activities. instructional staff will be trained to implement strategies such as: Kagan Cooperative Learning, goal setting, Classroom Instruction That Works (CITW), and inquiry-based science strategies.

Category: Science

Research Cited: Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K - 12

Dean, C., Hubbell, E., Pitler, H., Stone, B., (2012) Classroom Instruction That Works - Researched-based Strategies for Increasing Student Achievement-2nd Edition.

ASCD/McREL

Reeves, Douglas A. . (2010) Transforming Professional Development into Student Results. ASCD

Marzano, Robert J. (2003) What Works in Schools - Translating Research into Action. ASCD.

Tier: Tier 1

Activity - Implementation of Classroom Instruction That Works (CITW) Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Chippewa Valley Schools

Teachers implement CITW strategies into their Science instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained during the school year.  Schools: All Schools	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Title II Part A	Educational Services, Building Administrators
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Activity - Training and Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff implement Kagan Cooperative Learning strategies.  Schools: All Schools	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$7500	Title II Part A	Educational Services, Building Administrators

### Strategy 2:

Science Curriculum and Assessment Alignment - Science curriculum and assessment materials will be reviewed for alignment with Next Generation Science Standards (NGSS). Curriculum maps will be written for grades 6-12 and affected courses using Rubicon Atlas. Consistent curriculum maps will ensure that all students receive required Science instruction. Teachers will be trained in how to align their teaching with grade level or course content curriculum maps. Teachers will also be provided training on how to create and use appropriate assessments--both formative and summative.

Category: Science

Research Cited: Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K - 12

Reeves, Douglas A. . (2010) Transforming Professional Development into Student Results. ASCD

Marzano, Robert J. (2003) What Works in Schools - Translating Research into Action. ASCD.

Tier: Tier 1

Activity - NGSS Training & Teacher Collaboration (Gr. K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).  Schools: Ojibwa Elementary School, Clinton Valley Elementary School, Fox Elementary School, Erie Elementary School, Miami Elementary School, Shawnee Elementary School, Cherokee Elementary School, Huron Elementary School, Mohawk Elementary School, Ottawa Elementary School, Sequoyah Elementary School, Cheyenne Elementary School	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Title II Part A	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council

Activity - Common Assessment, Formative Assessment and Curriculum Mapping Training (Gr. 6-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Chippewa Valley Schools

Next Generation Science Standards (NGSS) will be unpacked by grade level and/or course. Curriculum maps for the teaching of Science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level or course assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in Science. Teachers will migrate assessments to a new platform associated with current grading program.  Schools: Chippewa Valley High School, Dakota High School, Wyandot Middle School, Algonquin Middle School, Iroquois Middle School, Seneca Middle School	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$16000	Title II Part A	Educational Services, Science Curricular Leaders, Science Curriculum Council, Building Administrators
<b>Activity - Science &amp; Engineering Family Nights</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.  Schools: Ojibwa Elementary School, Clinton Valley Elementary School, Erie Elementary School, Miami Elementary School, Shawnee Elementary School, Huron Elementary School, Algonquin Middle School, Wyandot Middle School, Mohawk Elementary School, Fox Elementary School, Cherokee Elementary School, Ottawa Elementary School, Iroquois Middle School, Sequoyah Elementary School, Seneca Middle School, Cheyenne Elementary School	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	General Fund	Educational Services, Parent Liaison/Coordinator, M-V Liaison
<b>Activity - Science Teacher Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Science Professional Development: -Elementary Science -NGSX Training for Elementary Teachers; 11 gr Science (Physics, Chem 2, Earth Science 1 & 2); -Bio/Chem/Physics; -AP Environmental Studies;  Schools: All Schools	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$9800	Title II Part A	HS/ELEM Administrators, Educational Services Dept., Dir of Curriculum & Assessment, Science Curricular Leaders

### Strategy 3:

5 Dimensions of Teaching & Learning - Chippewa Valley Schools has adopted the University of Washington's Center for Educational Leadership (CEL) Teacher

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Evaluation System--The 5 Dimensions of Teaching & Learning. The 5D+ Teacher Evaluation instructional framework is derived from an extensive study of research on the core elements that constitute quality instruction that have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, Classroom Environment & Culture, and Professional Collaboration & Communication. With CEL's approach to redesigned teacher evaluation systems, school districts gain research-based methods and instruments to:

- Plan and implement a growth-oriented teacher evaluation system focused on high-quality learning.
- Develop a common language and shared vision for improving teaching & learning using an instructional framework
- Analyze & calibrate evaluation ratings across classrooms, schools and district using an evaluation rubric.
- Increase the expertise of school leaders to guide & support the professional growth of teachers.

District administrators will be provided intensive training in the components of the 5D+ Teacher Evaluation Tool.

Category: Other - Teacher Evaluation

Research Cited: The Research Base:

The University of Washington Center for Educational Leadership (CEL) has worked in partnership with school districts across the nation since 2001, employing current research from the UW's College of Education to maximize learning for all students. CEL's own practices are also under the research lens. CEL is continually collecting and analyzing data from work in the field to inform and improve. CEL's 5D™ assessment and 5 Dimensions of Teaching and Learning™ instructional framework draw on research that probes what high-quality teaching and learning look like in action.

The research is based on reports from CEL Research Project Lead Researcher, Chrysan Gallucci, Center for the Study of Teaching and Policy (CTP):

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Van Lare, M., Yoon, I., & Gallucci, C. (2008). Orchestration as an Aspect of Leadership in District-Wide Reform: A Partnership between the Center for Educational Leadership and Marysville School District (Interim Report #2)

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Copland, M., & Blum, Dina (2008). Developing District-wide Expertise in Leaders' Ability to Analyze and Improve Instructional Practice



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Knapp, M., Copland, M., Plecki, M., & Portin, B. (2008) Improving Leadership for Learning

Honig, M.I., (2012). District central office leadership as teaching: How central office administrators support principals' development as instructional leaders. Educational Administration Quarterly. Published online, April 2012. DOI: 10.1177/0013161X12443258.

Tier: Tier 1

Activity - 5D+ Rubric Crosswalk with High Leverage Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.  Schools: All Schools	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	K-12 Principals, Educational Services Department Personnel

Activity - Implementation & Monitoring of 5D+ Teacher Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.  Schools: All Schools	Other - Teacher Evaluation, Professional Learning	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	No Funding Required	K-12 Principals, HR & Educational Services Staff

### Strategy 4:

Administrator Evaluation System - The Michigan Revised School Code requires that Boards of School Districts ensure that Administrators are evaluated annually. The Administrator Performance Evaluation System evaluates an Administrator's performance across 6 components. NAESP and NASSP, which collaborated on the 2015 National Standards, developed the domains for use in the Administrator Evaluation Tool: (1) Professional Growth & Learning; (2) Organizational Management; (3) School Planning & Progress; (4) School Culture; (5) Professional Qualities & Instructional Leadership; (6) Stakeholder Support & Engagement.

These Components reflect the expectations that an effective Administrator is one who positively affects student achievement, retains and develops effective teachers, and maintains a positive school culture and climate.

This instrument recognizes that the role of an administrator has become more complex in recent years encompassing an increase in observing teachers, formulating feedback, recordkeeping, attending community events, mentoring teachers, intervening with students and families, spending time on personal professional development and leading by example for staff in the building.

Implementation of Strategy:

When the Superintendent, Assistant Superintendent, Executive Director are prepared to evaluate Administrators, a copy of the Administrator Evaluation packet should be provided to the Administrator (Admin).

1) For each component in the Performance Evaluation Tool, read the introduction and performance indicators. These indicators are intended to provide objective

## District Improvement Plan

Chippewa Valley Schools

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examples of the characteristics and/or actions an effective Admin would exhibit with respect to this Component.

- 2) Determine a rating for the Admin with respect to each Component. Circle the rating chosen (highly effective, effective, minimally effective, ineffective).
- 3) Provide comments in support of the rating. These comments will be helpful during the discussion with the Admin when the Admin's overall evaluation rating is determined. The comments may include specific examples of actions or behavior, general thoughts or impressions, or feedback from parents, students or staff.
- 4) To the extent there is information necessary to do so, rate the Admin on the Student Growth and Assessment portion of the evaluation. Provide comments in support of the ratings.

Complete the evaluation process as outlined in the Evaluation Tool's documents.

Category: Other - Administrator Evaluation

Research Cited: Arizona Department of Education in collaboration with the Arizona School Administrators Association (2014-2015). Principal Evaluation Process, An Arizona Model for Measuring Educator Effectiveness;

Kansas State Department of Education (June, 2011). Kansas Educator Evaluation Protocol (KEEP);

Kentucky Department of Education (May, 2016). Kentucky Principals Performance Standards;

Maine Schools for Excellence (May, 2016). Leader Evaluation and Professional Growth;

Minnesota Department of Education (August, 2016). Minnesota Principal Development and Evaluation Rubric;

New Hampshire Department of Education (April, 2012). New Hampshire Principals Evaluation Frameworks;

Ohio Department of Education (November, 2015). Ohio Principal Evaluation System;

Oregon Department of Education (January, 2013). Oregon Educational Leader/Administrator Rubric;

Utah Department of Education (August, 2013). Utah educational Leadership Standards;

State of Wisconsin Department of Public Instruction (2016). Wisconsin Framework for Principal Leadership.

Tier: Tier 1

Activity - Implementation of Administrator Evaluation System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District Improvement Plan**

Chippewa Valley Schools

Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.	Other - Administrator Evaluation	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	No Funding Required	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education
Schools: All Schools								

**Goal 4: All students will be proficient in Social Studies.**

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in knowledge and understanding in Social Studies by 06/30/2024 as measured by the spring state assessment.

**Strategy 1:**

Student Engagement - The Social Studies curriculum and resources will be reviewed for high engagement activities. Instructional staff will be trained to implement strategies such as Kagan Cooperative Learning, student goal setting, Classroom Instruction That Works (CITW) and rich performance tasks.

Category: Social Studies

Research Cited: NCSS (2010) National Curriculum Standards for Social Studies - a Framework for Teaching, Learning, and Assessment. Published by National Council of Teachers of Social Studies

[www.corestandards.org](http://www.corestandards.org)

Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K - 12

Dean, C., Hubbell, E., Pitler, H., Stone, B., (2012) Classroom Instruction That Works - Researched-based Strategies for Increasing Student Achievement-2nd Edition. ASCD/McREL

Reeves, Douglas A. . (2010) Transforming Professional Development into Student Results. ASCD

Marzano, Robert J. (2003) What Works in Schools - Translating Research into Action. ASCD.

Tier: Tier 1

Activity - Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Chippewa Valley Schools

Instructional staff will implement Kagan Cooperative Learning strategies. Schools: All Schools	Professional Learning, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$7500	Title II Part A	Educational Services, Building Administrators
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Activity - Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers implement CITW strategies into their instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained during the school year. Schools: All Schools	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Title II Part A	Educational Services, Building Administrators

### Strategy 2:

Social Studies Curriculum and Assessment Alignment - Curriculum and assessment will be aligned with the Michigan Social Studies Standards. Teachers will continue to implement common formative and summative assessments.

Category: Social Studies

Research Cited: SS (2010) National Curriculum Standards for Social Studies - a Framework for Teaching, Learning, and Assessment. Published by National Council of Teachers of Social Studies

NCSS (2010) National Curriculum Standards for Social Studies - a Framework for Teaching, Learning, and Assessment. Published by National Council of Teachers of Social Studies

[www.corestandards.org](http://www.corestandards.org)

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum maps and pacing guides will be developed ensuring that MC3 Standards, global challenges and technology applications are consistently implemented by grade levels and/or courses ensuring all students are college & career ready. Teachers will be trained to use Rubicon Atlas to create curriculum maps. Schools: Chippewa Valley High School, Dakota High School, Wyandot Middle School, Algonquin Middle School, Iroquois Middle School, Seneca Middle School	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$4200	Title II Part A	Educational Services, Social Studies Curriculum Leaders, Social Studies Council Members

## District Improvement Plan

Chippewa Valley Schools

Activity - Common Assessments and/or Formative Assessments Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers (gr. 3-12) will be trained in the development of common and/or formative Social Studies assessments. Teachers will migrate assessments to a new platform associated with current grading program.  Schools: All Schools	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$16000	Title II Part A	Educational Services, Social Studies Curricular Leaders, Social Studies Curriculum Council Members, Building Administrators

Activity - Social Studies Teacher Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training and curriculum writing in the area of Social Studies: -Global Studies for HS Teachers -7th Grade Social Studies; -African American studies for HS Teachers; -Women's Studies for HS Teachers; -Global Challenges for MS Teachers;  Schools: Chippewa Valley High School, Dakota High School, Wyandot Middle School, Algonquin Middle School, Iroquois Middle School, Seneca Middle School	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$14000	Title II Part A	MS & HS Administrators, Director of Curriculum & Assessment, Social Studies Curricular Leaders

### Strategy 3:

5 Dimensions of Teaching & Learning - Chippewa Valley Schools has adopted the University of Washington's Center for Educational Leadership (CEL) Teacher Evaluation System--The 5 Dimensions of Teaching & Learning. The 5D+ Teacher Evaluation instructional framework is derived from an extensive study of research on the core elements that constitute quality instruction that have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, Classroom Environment & Culture, and Professional Collaboration & Communication. With CEL's approach to redesigned teacher evaluation systems, school districts gain research-based methods and instruments to:

- Plan and implement a growth-oriented teacher evaluation system focused on high-quality learning.
- Develop a common language and shared vision for improving teaching & learning using an instructional framework
- Analyze & calibrate evaluation ratings across classrooms, schools and district using an evaluation rubric.
- Increase the expertise of school leaders to guide & support the professional growth of teachers.

## District Improvement Plan

Chippewa Valley Schools

District administrators will be provided intensive training in the components of the 5D+ Teacher Evaluation Tool.

Category: Other - Teacher Evaluation

Research Cited: The Research Base:

The University of Washington Center for Educational Leadership (CEL) has worked in partnership with school districts across the nation since 2001, employing current research from the UW's College of Education to maximize learning for all students. CEL's own practices are also under the research lens. CEL is continually collecting and analyzing data from work in the field to inform and improve. CEL's 5D™ assessment and 5 Dimensions of Teaching and Learning™ instructional framework draw on research that probes what high-quality teaching and learning look like in action.

The research is based on reports from CEL Research Project Lead Researcher, Chrysan Gallucci, Center for the Study of Teaching and Policy (CTP):

Boatright, E. & Gallucci, C. (2009). When Looking Within is Not Enough: How School Districts Act on a Recognized Need for External Expertise

Boatright, E. & Gallucci, C., Swanson J., Van Lare, M., & Yoon, I. (2008) Coaching for Instructional Improvement: Themes in Research and Practice

Gallucci, C., & Boatright, E. (2007). Gaining Traction through Professional Coaching: A Partnership between the Center for Educational Leadership and Highline School District (Interim Report #2)

Gallucci, C., Boatright, E., Lysne, D., & Swinnerton, J. (2006). The Pedagogy of Third-Party Support for Instructional Improvement: A Partnership between CEL and Highline School District (Interim Report #1)

Gallucci, C. & Swanson, J. (2006). Aiming High: Leadership for District-wide Instructional Improvement A Partnership between the Center for Educational Leadership and Norwalk-La Mirada Unified School District (Interim Report #1)

Gallucci, C. & Swanson, J. (2008). Balancing Direction and Support - Third Year Scale Up of a System-wide Instructional Reform Initiative: A Partnership between the Center for Educational Leadership and Norwalk-La Mirada Unified School District (Interim Report #2) by, January 2008

Swanson, J. (2007). Learning at Every Level: A Partnership between the Center for Educational Leadership and Marysville School District (Interim Report #1)

Van Lare, M., Yoon, I., & Gallucci, C. (2008). Orchestration as an Aspect of Leadership in District-Wide Reform: A Partnership between the Center for Educational Leadership and Marysville School District (Interim Report #2)

Reports from International Congress for School Effectiveness and Improvement (ICSEI) January 2008 Conference: "Educative Partnerships for Schooling Improvement and Effectiveness":

Fink, S. (2008). Leadership As Learning: Closing the achievement gap by improving instruction through content-focused leadership

Copland, M., & Blum, Dina (2008). Developing District-wide Expertise in Leaders' Ability to Analyze and Improve Instructional Practice

Knapp, M., Copland, M., Plecki, M., & Portin, B. (2008) Improving Leadership for Learning

Honig, M.I., (2012). District central office leadership as teaching: How central office administrators support principals' development as instructional leaders. Educational Administration Quarterly. Published online, April 2012. DOI: 10.1177/0013161X12443258.

Tier: Tier 1

Activity - 5D+ Rubric Crosswalk with High Leverage Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Chippewa Valley Schools

Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.  Schools: All Schools	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	K-12 Principals, Educational Services Department Personnel
<b>Activity - Implementation &amp; Monitoring of 5D+ Teacher Evaluation Tool</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.  Schools: All Schools	Other - Teacher Evaluation, Professional Learning	Tier 1	Monitor	09/05/2017	06/28/2024	\$0	No Funding Required	K-12 Principals, HR & Educational Services Personnel

### Strategy 4:

Administrator Evaluation System - The Michigan Revised School Code requires that Boards of School Districts ensure that Administrators are evaluated annually. The Administrator Performance Evaluation System evaluates an Administrator's performance across 6 components. NAESP and NASSP, which collaborated on the 2015 National Standards, developed the domains for use in the Administrator Evaluation Tool: (1) Professional Growth & Learning; (2) Organizational Management; (3) School Planning & Progress; (4) School Culture; (5) Professional Qualities & Instructional Leadership; (6) Stakeholder Support & Engagement.

These Components reflect the expectations that an effective Administrator is one who positively affects student achievement, retains and develops effective teachers, and maintains a positive school culture and climate.

This instrument recognizes that the role of an administrator has become more complex in recent years encompassing an increase in observing teachers, formulating feedback, recordkeeping, attending community events, mentoring teachers, intervening with students and families, spending time on personal professional development and leading by example for staff in the building.

#### Implementation of Strategy:

When the Superintendent, Assistant Superintendent, Executive Director are prepared to evaluate Administrators, a copy of the Administrator Evaluation packet should be provided to the Administrator (Admin).

- 1) For each component in the Performance Evaluation Tool, read the introduction and performance indicators. These indicators are intended to provide objective examples of the characteristics and/or actions an effective Admin would exhibit with respect to this Component.
- 2) Determine a rating for the Admin with respect to each Component. Circle the rating chosen (highly effective, effective, minimally effective, ineffective).
- 3) Provide comments in support of the rating. These comments will be helpful during the discussion with the Admin when the Admin's overall evaluation rating is determined. The comments may include specific examples of actions or behavior, general thoughts or impressions, or feedback from parents, students or staff.
- 4) To the extent there is information necessary to do so, rate the Admin on the Student Growth and Assessment portion of the evaluation. Provide comments in support of the ratings.

Complete the evaluation process as outlined in the Evaluation Tool's documents.

Category: Other - Administrator Evaluation

Research Cited: Arizona Department of Education in collaboration with the Arizona School Administrators Association (2014-2015). Principal Evaluation Process, An Arizona Model for Measuring Educator Effectiveness;

Kansas State Department of Education (June, 2011). Kansas Educator Evaluation Protocol (KEEP);

Kentucky Department of Education (May, 2016). Kentucky Principals Performance Standards;

Maine Schools for Excellence (May, 2016). Leader Evaluation and Professional Growth;

Minnesota Department of Education (August, 2016). Minnesota Principal Development and Evaluation Rubric;

New Hampshire Department of Education (April, 2012). New Hampshire Principals Evaluation Frameworks;

Ohio Department of Education (November, 2015). Ohio Principal Evaluation System;

Oregon Department of Education (January, 2013). Oregon Educational Leader/Administrator Rubric;

Utah Department of Education (August, 2013). Utah educational Leadership Standards;

State of Wisconsin Department of Public Instruction (2016). Wisconsin Framework for Principal Leadership.

Tier: Tier 1

Activity - Implementation of Administrator Evaluation System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.</p> <p>Schools: All Schools</p>	Other - Administrator Evaluation	Tier 1	Implement	09/04/2018	06/28/2024	\$0	No Funding Required	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education

**Goal 5: All Schools will implement and monitor a district-wide sensitivity/diversity plan to promote respect and understanding among staff, families and community.**



**Measurable Objective 1:**

collaborate to enhance our community by embracing & celebrating diversity, and connecting students, families & community by 06/01/2021 as measured by stakeholder feedback/perception data.

**Strategy 1:**

Professional Learning Opportunities that Increase Cultural Awareness - Research, plan and implement professional learning opportunities for district staff that increase cultural awareness. The strategy will be implemented through the following:

- District Steering Committee
- K-12 Introductory Presentations on Culturally Responsive Teaching
- Trainer of Trainers Program for Culturally Responsive Teaching
- Professional Development with PBIS Teams

Trainer of Trainers Program for Making Content Comprehensible for English Learners

Category: School Culture

Research Cited: Bonesheski, M., & Runge, T., (2014). Addressing disproportionate discipline practices within a school-wide positive behavioral interventions and supports framework: A practical guide for calculating and using disproportionality rates. *Journal of Positive Behavior Interventions* 16 (3) 149-158.

Cohen, R., Kincaid, D., & Childs, K. (2007). Measuring school-wide positive behavior support implementation: Development and validation of the "Benchmarks of Quality." *Journal of Positive Behavior Interventions*, 9(4), 203-213.

Coffey, J., & Horner, R., (2012). The sustainability of schoolwide positive behavior interventions and supports. *Exceptional Children*, 78 (4) 407-422.

Galloway, R., Panyan, M., Smith, C. & Wessendorf, S. (2008) Systems change with school-wide positive behavior supports: Iowa's work in progress. *Journal of Positive Behavior Interventions*, 10(2), 129-135.

George, H., & Kincaid, D. (2008). Building district-level capacity for positive behavior support. *Journal of Positive Behavior Interventions*, 10(1), 20-32.

Horner, R., Sugai, G & Lewis, T. (2015). Is School-wide Positive Behavior Support an Evidence-Based Practice? <http://www.pbis.org/research/default.aspx>

Lassen, S., Steele, M., & Sailor, W. (2006). The relationship of school-wide positive behavior support to academic achievement in an urban middle school. *Psychology in Schools*, 43(6), 701-712.

Tier: Tier 1

## District Improvement Plan

Chippewa Valley Schools

Activity - Steering Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Implementation of an oversight committee designed to facilitate the district's plan to enhance the community by embracing and celebrating diversity. A diverse group of stakeholders will work collaboratively to design and implement a coherent systemic plan to move CVS forward in this area.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/11/2021	\$4000	Title II Part A	Superintendent, Educational Services Dept, Community Relations Dept., K-12 Administrators, Special Education Dept, SSW, Teachers
Activity - K-12 Introductory Presentations: Introduction to Culturally Responsive Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Presenter: Dr.Jay Marks, Oakland Schools' Diversity and Equity Consultant. This presentation will focus on the Five Basic Skills Areas for culturally competent educators, which include: 1) Self Awareness; 2) Awareness and Acceptance of Differences; 3) Dynamics of Cultural Differences; 4) Knowledge of Students' Culture; and 5) Adaptation of Skills</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Getting Ready	11/06/2018	01/21/2019	\$1000	Title II Part A	Superintendent, Educational Services Dept, Community Relations Dept, K-12 Administrators
Activity - Trainer of Trainers Program for Culturally Responsive Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## District Improvement Plan

Chippewa Valley Schools

<p>Trainer: Dr. Jay Marks, Oakland Schools' Diversity and Equity Consultant.                  This professional learning experience will provide participants with an opportunity to develop the knowledge, understanding and skills necessary to effectively teach students from diverse cultural backgrounds (i.e. race, ethnicity, gender, language, sexual orientation, religion, SES, etc.) This workshop will focus on the Five Basic Skills Areas for culturally competent educators, which include: 1) Self Awareness; 2) Awareness and Acceptance of Differences; 3) Dynamics of Cultural Differences; 4) Knowledge of Students' Culture; and 5) Adaptation of Skills.</p> <p>-3 Sessions: September 18, November 13, December 6                  -30 participants: 4-HS, 8-MS, 12 ELEM, 6 Admin, SSWs Counselors</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Getting Ready	09/18/2018	12/06/2018	\$9600	Title II Part A	Educational Services Department, K-12 Administrators
<p>Activity - Professional Development: The Impact of Cultural Consciousness in the Learning Environment</p>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This half day workshop for all building PBIS steering committees will help to connect the work of PBIS to the work of cultural awareness and celebrating diversity. Participants will gain an awareness of the importance of students; cultures influences on their school experience. The objectives are: to understand that cultural consciousness is a belief and a lifestyle/journey, to understand implicit bias and its impact, and to identify the different types of microaggressions.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/21/2018	02/01/2019	\$2000	Title II Part A	Educational Services Dept, MISD PBIS Consultant, Counselor & AP from Dakota HS
<p>Activity - Trainer of Trainers Program for Making Content Comprehensible for English Learners</p>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**District Improvement Plan**

Chippewa Valley Schools

<p>This workshop will incorporate the SIOP Model which is a research-based and a validated instruction model that addresses the academic needs of English learners. The SIOP Model consists of eight components:</p> <ul style="list-style-type: none"> <li>• Lesson Preparation</li> <li>• Building Background</li> <li>• Comprehensible Input</li> <li>• Strategies</li> <li>• Interaction</li> <li>• Practice and Application</li> <li>• Lesson Delivery</li> <li>• Review and Assessment</li> </ul> <p>Using instructional strategies connected to each of these components, classroom teachers deliver grade-level lessons to English learners through modified instruction. These modification to instruction make the information comprehensible to the students while promoting their academic and social English development.</p> <p>Three Cohorts with 24 participants each.</p> <p>By the end of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the components and features of the SIOP Model</li> <li>• Observe and practice SIOP components</li> <li>• Incorporate SIOP features into lesson planning with a focus on academic language</li> <li>• Utilize WIDA data to make instructional decisions and modifications</li> </ul> <p>Schools: All Schools</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>10/17/2018</p>	<p>03/28/2019</p>	<p>\$14400</p>	<p>Title II Part A</p>	<p>Educational Services Department, ELL Staff</p>
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**Strategy 2:**

District-Wide Positive Behavior Supports & Interventions - School Wide Positive Behavior Interventions & Supports (PBIS) in school settings:

- Is aimed at building effective environments in which positive behavior is more effective than problem behavior.
- Emphasizes the use of proactive, educative and reinforced-based strategies to achieve meaningful and durable behavior outcomes
- School Wide Positive Behavior Interventions & Supports (SWPBIS) is a multi-tiered problem-solving model designed to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors.
- A PBIS model is designed to offer a range of preventive strategies and interventions that are systematically applied to students, based on their demonstrated level of need.
- PBIS also addresses the role of the environment in the development and improvement of behavior problems.

Category: School Culture

Research Cited: Coffey, J., & Horner, R., (2012). The sustainability of schoolwide positive behavior interventions and supports. *Exceptional Children*, 78 (4) 407-422.

Galloway, R., Panyan, M., Smith, C. & Wessendorf, S. (2008) Systems change with school-wide positive behavior supports: Iowa’s work in progress. *Journal of Positive Behavior Interventions*, 10(2), 129-135.

George, H., & Kincaid, D. (2008). Building district-level capacity for positive behavior support. *Journal of Positive Behavior Interventions*, 10(1), 20-32.

Horner, R., Sugai, G & Lewis, T. (2015). Is School-wide Positive Behavior Support an Evidence-Based Practice? <http://www.pbis.org/research/default.aspx>

Lassen, S., Steele, M., & Sailor, W. (2006). The relationship of school-wide positive behavior support to academic achievement in an urban middle school. *Psychology in Schools*, 43(6), 701-712.

Lewis, T. J., Colvin, G., & Sugai, G. (2000). The effects of precorrection and active supervision on the recess behavior of elementary school students. *Education and Treatment of Children*, 23, 109-121

Lewis, T. J., Powers, L. J., Kelk, M. J., & Newcomer, L. (2002). Reducing problem behaviors on the playground: An investigation of the application of school-wide positive behavior supports. *Psychology in the Schools*, 39, 181-190.

Mathews, S., McIntosh, K., Frank, J., & May, S., (2014). Critical features predicting sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions* 16(3) 168-178.

Nelson, J. R., Colvin, G., & Smith, D. J. (1996). The effects of setting clear standards on students’ social behavior in common areas of the school. *The Journal of At-Risk Issues*, Summer/Fall, 10-17.

Pas, E., & Bradshaw, C.P., (2012). Examining the association between implementation and outcomes. *Journal of Behavioral Health Services & Research*, 39(4), 417-433.

Spaulding, S., Irvin, L., Horner, R., May, S., Emeldi, M., Tobin, T., & Sugai, G. (2010). School-wide Social-Behavioral Climate, Student Problem Behavior, and Related Administrative Decisions: Empirical Patterns from 1,510 Schools Nationwide. *Journal of Positive Behavior Intervention*, 12, 69-85

Safran, S. P. (2006). Using the Effective Behavior Supports Survey to guide development of school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 8, 3-9.

Taylor-Greene & Kartub, D. (2000). Durable implementation of School-wide Behavior Support: The High Five Program. *Journal of Positive Behavior Interventions*, 2(4), 231-232.

Tier: Tier 1

Activity - Professional Development with PBIS Teams:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Chippewa Valley Schools

MISD PBIS Consultant will work with middle & high schools in Year 2 implementation of PBIS at the secondary level. Elementary schools will receive "re-boot" training on existing school wide PBIS programs. MiBLSI strategic partnership for comprehensive PBIS at 3 elementary schools will take place.  Schools: All Schools	Behavioral Support Program, Professional Learning, Teacher Collaboration	Tier 1		09/04/2018	06/14/2019	\$2000	Title II Part A	Educational Services Dept, Special Services Department, MISD PBIS Consultant, K-12 Building Administrators, School Wide PBIS Teams.
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Activity - Restorative Practices Training: Foundations of Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train K-12 Administrators on Restorative Practices. K-5 will receive Year 1 training. Secondary will receive Year 2 training. The purpose of this training is to prepare administrators to respond to the newly implemented Michigan restorative Practices Law. Participants will learn how to follow a step-by-step documentation process that demonstrated to 3rd parties the school administrator considered restorative practices, before suspension. The Restorative Action Plan (RAP) will be the focus of training. Restorative action plans take a problem-solving approach to discipline, replacing punitive measures with emotional learning opportunities.  Schools: All Schools	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/14/2018	03/11/2019	\$10000	General Fund	Special Education Department, K-12 Administrators, Educational Services Dept

### Strategy 3:

Investigate, plan and expand programs for students that ensure opportunities for cultural awareness - Creation of elective courses at the High School level that focus upon African American History and Women's History. African American History will be offered during the Fall of 2018, and Women's History will be proposed to the district's Curriculum Review for pilot/ implementation in the Fall of 2019.

Materials for African American History have been purchased through a grant from the Chippewa Valley Educational Foundation

Category: Elective Courses

Research Cited: King, Garret J. "The Status of Black history in U.S. schools and Society." Teaching & Learning African American History (2017); NAACP. "African Americans and Education: Fact Sheet (2008); Slater, Christine E. "The Academic and Social Value of Ethnic Studies: A Research Review." National Education Association (2011).

Tier: Tier 1

## District Improvement Plan

Chippewa Valley Schools

Activity - African American History Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Creation and implementation of an African American History course for Fall of 2018. The class will stand on the foundations of identity, advocacy and history as it pertains to African Americans and their existence and experience in the United States. The course will integrate concepts that allow students to connect the past to the present. the goal of the course is to help students understand the different avenues they can choose to be an advocate for change.</p> <p>Schools: All Schools</p>	Other - Cultural Awareness, Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	HS Social Studies Staff, HS Administrators, Director of Curriculum & Assessment
Activity - Women's History Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Creation and implementation of a Women's History class for the Fall of 2019. (pending Curriculum Committee recommendation) Students will study women and gender issues throughout history while focusing on evolving roles, images and the struggles and triumphs toward empowerment. Various focus texts, films and literature will add to the thematic exploration of the historical and contemporary narrative. students will also be asked to make personal connections and implement ideas and concepts from the course through application and critical thinking.</p> <p>Schools: All Schools</p>	Other - Women & Gender Awareness, Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/19/2020	\$1200	Other	HS teaching staff, HS Administrators, Director of Curriculum & Assessment

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase of Supplies and Materials for Parent Education	District and building level funds will be used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage parents to participate in the instructional support of their children's reading.	Materials	Tier 2	Monitor	09/04/2018	06/14/2019	\$1000	Director of Grants, Title I Parent Liaison, Building Principals
Summer Math Support Programs	Summer programs will be offered for students not proficient in mathematics. These include a 5 week program for gr. 6-12 students. Teachers/staff will provide after school and summer opportunities for students to improve math proficiency. Teachers/staff will work with and progress monitor at-risk, Title I and M-V elementary students.	Direct Instruction	Tier 2	Monitor	07/11/2017	08/15/2017	\$20000	Summer School Coordinators, Summer School Teachers, Data Specialist
Women's History Course	Creation and implementation of a Women's History class for the Fall of 2019. (pending Curriculum Committee recommendation) Students will study women and gender issues throughout history while focusing on evolving roles, images and the struggles and triumphs toward empowerment. Various focus texts, films and literature will add to the thematic exploration of the historical and contemporary narrative. students will also be asked to make personal connections and implement ideas and concepts from the course through application and critical thinking.	Other - Women & Gender Awareness, Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/19/2020	\$1200	HS teaching staff, HS Administrators, Director of Curriculum & Assessment
Purchase of Supplies and Materials for Parent Education	District and building level funds are used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage Title I, at-risk and M-V parents to participate in the instructional support of their children's Math education.	Materials	Tier 2	Monitor	09/04/2018	06/14/2019	\$5000	Director of Grants, Parent Liaison, McKinney-Vento (M-V) Liaison, Building Principals



## District Improvement Plan

Chippewa Valley Schools

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation & Monitoring of 5D+ Teacher Evaluation Tool	Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.	Other - Teacher Evaluation, Professional Learning	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	K-12 Principals, HR & Educational Services Personnel
Implementation of Administrator Evaluation System	Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.	Other - Administrator Evaluation	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education
5D+ Rubric Crosswalk with High Leverage Strategies	Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	K-12 Principals, Educational Services Department Personnel
Implementation & Monitoring of 5D+ Teacher Evaluation Tool	Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.	Other - Teacher Evaluation, Professional Learning	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	K-12 Principals, HR & Educational Services Staff

**District Improvement Plan**

Chippewa Valley Schools

Implementation of Administrator Evaluation System	Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.	Other - Administrator or Evaluation	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education
African American History Course	Creation and implementation of an African American History course for Fall of 2018. The class will stand on the foundations of identity, advocacy and history as it pertains to African Americans and their existence and experience in the United States. The course will integrate concepts that allow students to connect the past to the present. the goal of the course is to help students understand the different avenues they can choose to be an advocate for change.	Other - Cultural Awareness, Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	HS Social Studies Staff, HS Administrators, Director of Curriculum & Assessment
5D+ Rubric Crosswalk with High Leverage Strategies	Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	K-12 Principals, Educational Services Department Personnel
5D+ Rubric Crosswalk with High Leverage Strategies	Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	K-12 Principals, Educational Services Department Personnel
Implementation of Administrator Evaluation System	Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.	Other - Administrator or Evaluation	Tier 1	Implement	09/04/2018	06/28/2024	\$0	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education

## District Improvement Plan

Chippewa Valley Schools

Implementation & Monitoring of 5D+ Teacher Evaluation Tool	Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.	Other - Teacher Evaluation, Professional Learning	Tier 1	Monitor	09/05/2017	06/28/2024	\$0	K-12 Principals, HR & Educational Services Personnel
Implementation & Monitoring of 5D+ Teacher Evaluation Tool	Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.	Other - Teacher Evaluation, Professional Learning	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	K-12 Principals, HR & Educational Services Staff
5D+ Rubric Crosswalk with High Leverage Strategies	Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	K-12 Principals, Educational Services Department Personnel

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Support Reading: Title I & At-Risk Intervention Support Staff	Certified Teachers (TOPS/ARTS), Intervention Specialists and Para-Educators will provide instructional support in literacy to identified Title I/At Risk and Bilingual students during the regular school day and/or extended school day to increase student achievement.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/21/2019	\$15000	Director of Grants, Building Principals, Title One Program Specialists (TOPS), At-Risk Teaching Specialists (ARTS), Intervention Specialists
Extended Day After School Tutoring	Teachers and staff will provide after school tutoring to students to improve Reading/Literacy proficiency. Extended day tutoring will be offered at all levels based upon building needs. Transportation available per funding sources.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$30000	Building Administrators, TOPS/ARTS Teachers

## District Improvement Plan

Chippewa Valley Schools

Summer Literacy Classes	Through assessments, student needs will be identified to differentiate instruction. Teachers/staff will instruct students to improve reading skills and comprehension using guided reading groups, intervention programs and intensive strategies. Students will be provided with transportation to and from classes offered at three sites.	Direct Instruction	Tier 2	Monitor	07/10/2018	08/06/2018	\$31000	Summer Program Supervisors, Teachers, Para-Educators, Bilingual Teacher Coordinator, Data Specialist.
Purchase and Implement MTSS Reading Intervention programs and supplies/materials to monitor reading achievement	Schools will purchase supplies/materials and implement consistent interventions among levels and progress monitoring tools to ensure all identified At-Risk students make adequate progress.	Technology, Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$150000	District and Building Administrators, Data Specialist
Math Support Classes	Students identified as achieving below grade level in mathematics will be provided with an extra hour of math support during the school day. This class will scaffold the teaching in math classes and work with students to build math skills.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$242000	Educational Services, Building Administrators
Implementation of MTSS Math Intervention Programs	Schools will use Bridges & CMP3 interventions & differentiation strategies to support students..	Academic Support Program	Tier 2	Getting Ready	09/05/2017	06/15/2018	\$50000	Building Administrators, Curricular Leaders, Math Teachers
Purchase of Supplies and Materials for Parent Education	District and building level funds are used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage Title I, at-risk and M-V parents to participate in the instructional support of their children's Math education.	Materials	Tier 2	Monitor	09/04/2018	06/14/2019	\$12500	Director of Grants, Parent Liaison, McKinney-Vento (M-V) Liaison, Building Principals
Parent Math Education	Parent liaison in coordination with McKinney-Vento (M-V) Liaison will develop programs that involve parents in working with their children to support Math achievement. Math Education Nights will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Implement	09/04/2018	06/14/2019	\$3000	Director of Grants, Title I Parent Liaison/Coordinator, McKinney-Vento (M-V) Liaison

## District Improvement Plan

Chippewa Valley Schools

Extended Day After School Tutoring	Students are tutored in after or before the school day in Mathematics. Teachers/staff work with and progress monitor at-risk, Title I and McKinney-Vento students.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/14/2019	\$10000	Building Administrators, Teachers, Para-Educators
Summer Math Support Programs	Summer programs will be offered for students not proficient in mathematics. These include a 5 week program for gr. 6-12 students. Teachers/staff will provide after school and summer opportunities for students to improve math proficiency. Teachers/staff will work with and progress monitor at-risk, Title I and M-V elementary students.	Direct Instruction	Tier 2	Monitor	07/11/2017	08/15/2017	\$10000	Summer School Coordinators, Summer School Teachers, Data Specialist
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$30000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
Purchase of Supplies and Materials for Parent Education	District and building level funds will be used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage parents to participate in the instructional support of their children's reading.	Materials	Tier 2	Monitor	09/04/2018	06/14/2019	\$22000	Director of Grants, Title I Parent Liaison, Building Principals

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day After School Tutoring	Teachers and staff will provide after school tutoring to students to improve Reading/Literacy proficiency. Extended day tutoring will be offered at all levels based upon building needs. Transportation available per funding sources.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$15000	Building Administrators, TOPS/ARTS Teachers

## District Improvement Plan

Chippewa Valley Schools

Summer Literacy Classes	Through assessments, student needs will be identified to differentiate instruction. Teachers/staff will instruct students to improve reading skills and comprehension using guided reading groups, intervention programs and intensive strategies. Students will be provided with transportation to and from classes offered at three sites.	Direct Instruction	Tier 2	Monitor	07/10/2018	08/06/2018	\$6000	Summer Program Supervisors, Teachers, Para-Educators, Bilingual Teacher Coordinator, Data Specialist.
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Administrator Evaluation System	Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.	Other - Administrator Evaluation	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education
School Data Reviews	All schools conduct 3 or more data reviews per school year. During a data review meeting, staff are able to use a continual problem solving model in conjunction with NWEA MAP assessments to differentiate instruction for students' specific needs.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$17000	Teachers, Administrators, Ancillary Staff, Counselors, Educational Services
School Data Reviews	All schools will conduct 3 or more data reviews per school year. During a data review meeting, staff are able to use a continual problem solving model in conjunction with NWEA MAP assessments to differentiate instruction for students' specific needs.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/21/2019	\$17000	Teachers, Counselors, Administrators, Ancillary Staff, Educational Services

## District Improvement Plan

Chippewa Valley Schools

Purchase and Implement MTSS Reading Intervention programs and supplies/materials to monitor reading achievement	Schools will purchase supplies/materials and implement consistent interventions among levels and progress monitoring tools to ensure all identified At-Risk students make adequate progress.	Technology , Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$65000	District and Building Administrators, Data Specialist
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison
Restorative Practices Training: Foundations of Restorative Practices	Train K-12 Administrators on Restorative Practices. K-5 will receive Year 1 training. Secondary will receive Year 2 training. The purpose of this training is to prepare administrators to respond to the newly implemented Michigan restorative Practices Law. Participants will learn how to follow a step-by-step documentation process that demonstrated to 3rd parties the school administrator considered restorative practices, before suspension. The Restorative Action Plan (RAP) will be the focus of training. Restorative action plans take a problem-solving approach to discipline, replacing punitive measures with emotional learning opportunities.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/14/2018	03/11/2019	\$10000	Special Education Department , K-12 Administrators, Educational Services Dept
Continued Professional Development for K-12 Teachers in Mathematics	Building principals will monitor implementation of Elementary "Bridges" and Middle School "Connected Math" (CMP3) programs through classroom observations and walkthroughs. High school math teachers will meet collaboratively to enhance academic pathways, learning strategies and interventions to meet the needs of all high school students.	Curriculum Development, Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$42000	Educational Services, Building Administrators, Math Curricular Leaders, Math Curriculum Council Members

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## District Improvement Plan

Chippewa Valley Schools

Instructional Support Reading: Title I & At-Risk Intervention Support Staff	Certified Teachers (TOPS/ARTS), Intervention Specialists and Para-Educators will provide instructional support in literacy to identified Title I/At Risk and Bilingual students during the regular school day and/or extended school day to increase student achievement.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/21/2019	\$335000	Director of Grants, Building Principals, Title One Program Specialists (TOPS), At-Risk Teaching Specialists (ARTS), Intervention Specialists
Summer Literacy Classes	Through assessments, student needs will be identified to differentiate instruction. Teachers/staff will instruct students to improve reading skills and comprehension using guided reading groups, intervention programs and intensive strategies. Students will be provided with transportation to and from classes offered at three sites.	Direct Instruction	Tier 2	Monitor	07/10/2018	08/06/2018	\$129000	Summer Program Supervisors, Teachers, Para-Educators, Bilingual Teacher Coordinator, Data Specialist.
Purchase of Supplies and Materials for Parent Education	District and building level funds will be used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage parents to participate in the instructional support of their children's reading.	Materials	Tier 2	Monitor	09/04/2018	06/14/2019	\$55000	Director of Grants, Title I Parent Liaison, Building Principals
Purchase and Implement MTSS Reading Intervention programs and supplies/materials to monitor reading achievement	Schools will purchase supplies/materials and implement consistent interventions among levels and progress monitoring tools to ensure all identified At-Risk students make adequate progress.	Technology, Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$85000	District and Building Administrators, Data Specialist
Implementation of MTSS Math Intervention Programs	Schools will use Bridges & CMP3 interventions & differentiation strategies to support students..	Academic Support Program	Tier 2	Getting Ready	09/05/2017	06/15/2018	\$50000	Building Administrators, Curricular Leaders, Math Teachers



## District Improvement Plan

Chippewa Valley Schools

Parent Math Education	Parent liaison in coordination with McKinney-Vento (M-V) Liaison will develop programs that involve parents in working with their children to support Math achievement. Math Education Nights will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Implement	09/04/2018	06/14/2019	\$3000	Director of Grants, Title I Parent Liaison/Coordinator, McKinney-Vento (M-V) Liaison
Purchase of Supplies and Materials for Parent Education	District and building level funds are used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage Title I, at-risk and M-V parents to participate in the instructional support of their children's Math education.	Materials	Tier 2	Monitor	09/04/2018	06/14/2019	\$25000	Director of Grants, Parent Liaison, McKinney-Vento (M-V) Liaison, Building Principals
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$140000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
Extended Day After School Tutoring	Teachers and staff will provide after school tutoring to students to improve Reading/Literacy proficiency. Extended day tutoring will be offered at all levels based upon building needs. Transportation available per funding sources.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$32000	Building Administrators, TOPS/ARTS Teachers

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## District Improvement Plan

Chippewa Valley Schools

Common Assessments and/or Formative Assessment Training	Teachers will be trained in the implementation of common assessments and/or formative assessments. Teachers will migrate common assessments to a new platform associated with current grading program.	Curriculum Development, Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Educational Services, Math Curricular Leaders, Building Administrators
Literacy Professional Development	The Literacy Symposium is a professional development offering that links practitioners with the most current research in the science of literacy. Teachers explore the relationships among language, reading, and writing and connect theory to practice.	Professional Learning, Academic Support Program	Tier 3	Getting Ready	07/09/2018	07/10/2018	\$1668	SpEd Teachers, SpEd Department
Curriculum Mapping	Literacy Common Core Standards will be unpacked by grade level and/or course. Curriculum maps for the teaching of Reading will be created and teachers will be trained to use them on Rubicon Atlas.	Technology, Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$10500	Educational Services, ELA Curricular Leaders, Building Administrators
Instructional Staff Training and Core Instruction	Instructional staff will attend professional development that focuses on Core Reading Instruction strategies and programs to enhance rigor.	Technology, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$30000	Director of Grants, Building Administrators, Educational Services
Common Summative and/or Formative Assessment Training	Teachers will be trained in the implementation of common assessments and/or formative assessments. Teachers will migrate common assessments to a new platform associated with current grading program.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Educational Services, ELA Curricular Leaders, Building Administrators
Training and Implementation of Cooperative Learning Strategies	Instructional staff implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$7500	Educational Services, Building Administrators
Literacy Training for EL Teachers	iLit Literacy Training for district EL teachers to work with EL students.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	07/09/2018	08/01/2018	\$600	EL Coordinator, EL Teachers

## District Improvement Plan

Chippewa Valley Schools

<p>Trainer of Trainers Program for Culturally Responsive Teaching</p>	<p>Trainer: Dr. Jay Marks, Oakland Schools' Diversity and Equity Consultant.            This professional learning experience will provide participants with an opportunity to develop the knowledge, understanding and skills necessary to effectively teach students from diverse cultural backgrounds (i.e. race, ethnicity, gender, language, sexual orientation, religion, SES, etc.) This workshop will focus on the Five Basic Skills Areas for culturally competent educators, which include: 1) Self Awareness; 2) Awareness and Acceptance of Differences; 3) Dynamics of Cultural Differences; 4) Knowledge of Students' Culture; and 5) Adaptation of Skills.</p> <p>-3 Sessions: September 18, November 13, December 6            -30 participants: 4-HS, 8-MS, 12 ELEM, 6 Admin, SSWs Counselors</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/18/2018</p>	<p>12/06/2018</p>	<p>\$9600</p>	<p>Educational Services Department, K-12 Administrators</p>
<p>Science Teacher Professional Development</p>	<p>Science Professional Development:            -Elementary Science            -NGSX Training for Elementary Teachers; 11 gr Science (Physics, Chem 2, Earth Science 1 &amp; 2);            -Bio/Chem/Physics;            -AP Environmental Studies;</p>	<p>Professional Learning, Academic Support Program, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/14/2019</p>	<p>\$9800</p>	<p>HS/ELEM Administrators, Educational Services Dept., Dir of Curriculum &amp; Assessment, Science Curricular Leaders</p>
<p>Summer Math Support Programs</p>	<p>Summer programs will be offered for students not proficient in mathematics. These include a 5 week program for gr. 6-12 students. Teachers/staff will provide after school and summer opportunities for students to improve math proficiency. Teachers/staff will work with and progress monitor at-risk, Title I and M-V elementary students.</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/11/2017</p>	<p>08/15/2017</p>	<p>\$3000</p>	<p>Summer School Coordinators, Summer School Teachers, Data Specialist</p>

## District Improvement Plan

Chippewa Valley Schools

<p>Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8</p>	<p>K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.</p>	<p>Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/14/2019</p>	<p>\$100000</p>	<p>ELA Curricular Leaders, Principals, Director of Curriculum &amp; Assessment, Educational Services Department</p>
<p>Trainer of Trainers Program for Making Content Comprehensible for English Learners</p>	<p>This workshop will incorporate the SIOP Model which is a research-based and a validated instruction model that addresses the academic needs of English learners. The SIOP Model consists of eight components:</p> <ul style="list-style-type: none"> <li>• Lesson Preparation</li> <li>• Building Background</li> <li>• Comprehensible Input</li> <li>• Strategies</li> <li>• Interaction</li> <li>• Practice and Application</li> <li>• Lesson Delivery</li> <li>• Review and Assessment</li> </ul> <p>Using instructional strategies connected to each of these components, classroom teachers deliver grade-level lessons to English learners through modified instruction. These modification to instruction make the information comprehensible to the students while promoting their academic and social English development.</p> <p>Three Cohorts with 24 participants each.</p> <p>By the end of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the components and features of the SIOP Model</li> <li>• Observe and practice SIOP components</li> <li>• Incorporate SIOP features into lesson planning with a focus on academic language</li> <li>• Utilize WIDA data to make instructional decisions and modifications</li> </ul>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>10/17/2018</p>	<p>03/28/2019</p>	<p>\$14400</p>	<p>Educational Services Department, ELL Staff</p>

## District Improvement Plan

Chippewa Valley Schools

Curriculum Mapping	Curriculum maps and pacing guides will be developed ensuring that MC3 Standards, global challenges and technology applications are consistently implemented by grade levels and/or courses ensuring all students are college & career ready. Teachers will be trained to use Rubicon Atlas to create curriculum maps.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$4200	Educational Services, Social Studies Curriculum Leaders, Social Studies Council Members
K-12 Introductory Presentations: Introduction to Culturally Responsive Schools	Presenter: Dr. Jay Marks, Oakland Schools' Diversity and Equity Consultant. This presentation will focus on the Five Basic Skills Areas for culturally competent educators, which include: 1) Self Awareness; 2) Awareness and Acceptance of Differences; 3) Dynamics of Cultural Differences; 4) Knowledge of Students' Culture; and 5) Adaptation of Skills	Professional Learning	Tier 1	Getting Ready	11/06/2018	01/21/2019	\$1000	Superintendent, Educational Services Dept, Community Relations Dept, K-12 Administrators
Training and Implementation of Cooperative Learning Strategies	Instructional staff will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$7500	Educational Services, Building Administrators
Professional Development with PBIS Teams:	MISD PBIS Consultant will work with middle & high schools in Year 2 implementation of PBIS at the secondary level. Elementary schools will receive "re-boot" training on existing school wide PBIS programs. MiBLSI strategic partnership for comprehensive PBIS at 3 elementary schools will take place.	Behavioral Support Program, Professional Learning, Teacher Collaboration	Tier 1		09/04/2018	06/14/2019	\$2000	Educational Services Dept, Special Services Department, MISD PBIS Consultant, K-12 Building Administrators, School Wide PBIS Teams.

## District Improvement Plan

Chippewa Valley Schools

Steering Committee	Implementation of an oversight committee designed to facilitate the district's plan to enhance the community by embracing and celebrating diversity. A diverse group of stakeholders will work collaboratively to design and implement a coherent systemic plan to move CVS forward in this area.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/11/2021	\$4000	Superintendent, Educational Services Dept, Community Relations Dept., K-12 Administrators, Special Education Dept, SSW, Teachers
Assessment, Rubrics & Writing Prompts Development	Current assessments and rubrics will be reviewed for alignment with the State Standards. Teachers will be trained to create assessments, rubrics and writing prompts (informational, argument and/or opinion writing).	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$5400	Curriculum Director, ELA Curricular Leaders, ELA Curriculum Council Members
Implementation of Classroom Instruction That Works (CITW) Strategies	Teachers implement CITW strategies into their Science instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained during the school year.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Educational Services, Building Administrators
Training and Implementation of Cooperative Learning Strategies	Instructional staff will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$7500	Educational Services, Building Administrators
Implementation of Cooperative Learning Strategies	Instructional staff will implement Kagan Cooperative Learning strategies.	Professional Learning, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$7500	Educational Services, Building Administrators
Curriculum Mapping	The Math curriculum has been reviewed for alignment with State Standards. Standards were unpacked by grade level and/or course and along with program resources, and published as district curriculum maps. Teachers use Rubicon Atlas curriculum maps and learn how to incorporate them with their instruction	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$4500	Educational Services, Math Curricular Leaders, Math Council Members

## District Improvement Plan

Chippewa Valley Schools

Common Assessment, Formative Assessment and Curriculum Mapping Training (Gr. 6-12)	Next Generation Science Standards (NGSS) will be unpacked by grade level and/or course. Curriculum maps for the teaching of Science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level or course assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in Science. Teachers will migrate assessments to a new platform associated with current grading program.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$16000	Educational Services, Science Curricular Leaders, Science Curriculum Council, Building Administrators
Continued Professional Development for K-12 Teachers in Mathematics	Building principals will monitor implementation of Elementary "Bridges" and Middle School "Connected Math" (CMP3) programs through classroom observations and walkthroughs. High school math teachers will meet collaboratively to enhance academic pathways, learning strategies and interventions to meet the needs of all high school students.	Curriculum Development, Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$6000	Educational Services, Building Administrators, Math Curricular Leaders, Math Curriculum Council Members
Professional Development: The Impact of Cultural Consciousness in the Learning Environment	This half day workshop for all building PBIS steering committees will help to connect the work of PBIS to the work of cultural awareness and celebrating diversity. Participants will gain an awareness of the importance of students; cultures influences on their school experience. The objectives are: to understand that cultural consciousness is a belief and a lifestyle/journey, to understand implicit bias and its impact, and to identify the different types of microaggressions.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/21/2018	02/01/2019	\$2000	Educational Services Dept, MISD PBIS Consultant, Counselor & AP from Dakota HS
Math Support Classes	Students identified as achieving below grade level in mathematics will be provided with an extra hour of math support during the school day. This class will scaffold the teaching in math classes and work with students to build math skills.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$4500	Educational Services, Building Administrators

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Common Assessments and/or Formative Assessments Training	Teachers (gr. 3-12) will be trained in the development of common and/or formative Social Studies assessments. Teachers will migrate assessments to a new platform associated with current grading program.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$16000	Educational Services, Social Studies Curricular Leaders, Social Studies Curriculum Council Members, Building Administrators
Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Teachers will implement CITW strategies into their Reading instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained over 3 days throughout the school year.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Educational ; Services Building Administrators
Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors , Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Extended Day After School Tutoring	Students are tutored in after or before the school day in Mathematics. Teachers/staff work with and progress monitor at-risk, Title I and McKinney-Vento students.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/14/2019	\$10000	Building Administrators, Teachers, Para-Educators
Social Studies Teacher Professional Development	Teacher training and curriculum writing in the area of Social Studies: -Global Studies for HS Teachers -7th Grade Social Studies; -African American studies for HS Teachers; -Women's Studies for HS Teachers; -Global Challenges for MS Teachers;	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$14000	MS & HS Administrators, Director of Curriculum & Assessment, Social Studies Curricular Leaders



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Instructional Staff Training on Interventions	Instructional staff members will attend professional development that focuses on Reading intervention strategies, differentiation (eg: Journeys small group reading, iRead, differentiated word study and vocabulary, etc.) and programs to enhance student achievement.	Professional Learning	Tier 2	Implement	08/27/2018	06/21/2019	\$20000	Director of Grants, Title I Building Administrators
NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council
Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Teachers implement CITW strategies into their instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained during the school year.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Educational Services, Building Administrators
Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Teachers implement CITW strategies into their Mathematics instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained during the school year.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Educational Services, Building Administrators

## 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
Curriculum Mapping	The Math curriculum has been reviewed for alignment with State Standards. Standards were unpacked by grade level and/or course and along with program resources, and published as district curriculum maps. Teachers use Rubicon Atlas curriculum maps and learn how to incorporate them with their instruction	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$4500	Educational Services, Math Curricular Leaders, Math Council Members
Continued Professional Development for K-12 Teachers in Mathematics	Building principals will monitor implementation of Elementary "Bridges" and Middle School "Connected Math" (CMP3) programs through classroom observations and walkthroughs. High school math teachers will meet collaboratively to enhance academic pathways, learning strategies and interventions to meet the needs of all high school students.	Curriculum Development, Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$48000	Educational Services, Building Administrators, Math Curricular Leaders, Math Curriculum Council Members
Implementation of Classroom Instruction That Works (CITW) Strategies	Teachers implement CITW strategies into their Science instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained during the school year.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Educational Services, Building Administrators
Implementation of Cooperative Learning Strategies	Instructional staff will implement Kagan Cooperative Learning strategies.	Professional Learning, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$7500	Educational Services, Building Administrators
Purchase and Implement MTSS Reading Intervention programs and supplies/materials to monitor reading achievement	Schools will purchase supplies/materials and implement consistent interventions among levels and progress monitoring tools to ensure all identified At-Risk students make adequate progress.	Technology, Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$300000	District and Building Administrators, Data Specialist

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Implementation of MTSS Math Intervention Programs	Schools will use Bridges & CMP3 interventions & differentiation strategies to support students..	Academic Support Program	Tier 2	Getting Ready	09/05/2017	06/15/2018	\$100000	Building Administrators, Curricular Leaders, Math Teachers
Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Teachers implement CITW strategies into their instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained during the school year.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Educational Services, Building Administrators
Instructional Staff Training on Interventions	Instructional staff members will attend professional development that focuses on Reading intervention strategies, differentiation (eg: Journeys small group reading, iRead, differentiated word study and vocabulary, etc.) and programs to enhance student achievement.	Professional Learning	Tier 2	Implement	08/27/2018	06/21/2019	\$20000	Director of Grants, Title I Building Administrators
Purchase of Supplies and Materials for Parent Education	District and building level funds will be used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage parents to participate in the instructional support of their children's reading.	Materials	Tier 2	Monitor	09/04/2018	06/14/2019	\$78000	Director of Grants, Title I Parent Liaison, Building Principals
Instructional Support Reading: Title I & At-Risk Intervention Support Staff	Certified Teachers (TOPS/ARTS), Intervention Specialists and Para-Educators will provide instructional support in literacy to identified Title I/At Risk and Bilingual students during the regular school day and/or extended school day to increase student achievement.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/21/2019	\$350000	Director of Grants, Building Principals, Title One Program Specialists (TOPS), At-Risk Teaching Specialists (ARTS), Intervention Specialists
Parent Math Education	Parent liaison in coordination with McKinney-Vento (M-V) Liaison will develop programs that involve parents in working with their children to support Math achievement. Math Education Nights will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Implement	09/04/2018	06/14/2019	\$6000	Director of Grants, Title I Parent Liaison/Coordinator, McKinney-Vento (M-V) Liaison

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Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Teachers will implement CITW strategies into their Reading instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained over 3 days throughout the school year.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Educational ; Services Building Administrators
Training and Implementation of Cooperative Learning Strategies	Instructional staff will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$7500	Educational Services, Building Administrators
Curriculum Mapping	Literacy Common Core Standards will be unpacked by grade level and/or course. Curriculum maps for the teaching of Reading will be created and teachers will be trained to use them on Rubicon Atlas.	Technology , Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$10500	Educational Services, ELA Curriculum Leaders, Building Administrators
Common Summative and/or Formative Assessment Training	Teachers will be trained in the implementation of common assessments and/or formative assessments. Teachers will migrate common assessments to a new platform associated with current grading program.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Educational Services, ELA Curricular Leaders, Building Administrators
Training and Implementation of Classroom Instruction That Works (CITW) Strategies	Teachers implement CITW strategies into their Mathematics instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained during the school year.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	Educational Services, Building Administrators
Training and Implementation of Cooperative Learning Strategies	Instructional staff will implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$7500	Educational Services, Building Administrators
Purchase of Supplies and Materials for Parent Education	District and building level funds are used to purchase/provide supplies, materials, and food for Parent Education/Parent Involvement meetings to encourage Title I, at-risk and M-V parents to participate in the instructional support of their children's Math education.	Materials	Tier 2	Monitor	09/04/2018	06/14/2019	\$42500	Director of Grants, Parent Liaison, McKinney-Vento (M-V) Liaison, Building Principals
Training and Implementation of Cooperative Learning Strategies	Instructional staff implement Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$7500	Educational Services, Building Administrators

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Common Assessments and/or Formative Assessments Training	Teachers (gr. 3-12) will be trained in the development of common and/or formative Social Studies assessments. Teachers will migrate assessments to a new platform associated with current grading program.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$16000	Educational Services, Social Studies Curricular Leaders, Social Studies Curriculum Council Members, Building Administrators
Common Assessments and/or Formative Assessment Training	Teachers will be trained in the implementation of common assessments and/or formative assessments. Teachers will migrate common assessments to a new platform associated with current grading program.	Curriculum Development, Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Educational Services, Math Curricular Leaders, Building Administrators
School Data Reviews	All schools will conduct 3 or more data reviews per school year. During a data review meeting, staff are able to use a continual problem solving model in conjunction with NWEA MAP assessments to differentiate instruction for students' specific needs.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/21/2019	\$17000	Teachers, Counselors, Administrators, Ancillary Staff, Educational Services
School Data Reviews	All schools conduct 3 or more data reviews per school year. During a data review meeting, staff are able to use a continual problem solving model in conjunction with NWEA MAP assessments to differentiate instruction for students' specific needs.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$17000	Teachers, Administrators, Ancillary Staff, Counselors, Educational Services
Extended Day After School Tutoring	Teachers and staff will provide after school tutoring to students to improve Reading/Literacy proficiency. Extended day tutoring will be offered at all levels based upon building needs. Transportation available per funding sources.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$77000	Building Administrators, TOPS/ARTS Teachers

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Summer Literacy Classes	Through assessments, student needs will be identified to differentiate instruction. Teachers/staff will instruct students to improve reading skills and comprehension using guided reading groups, intervention programs and intensive strategies. Students will be provided with transportation to and from classes offered at three sites.	Direct Instruction	Tier 2	Monitor	07/10/2018	08/06/2018	\$166000	Summer Program Supervisors, Teachers, Para-Educators, Bilingual Teacher Coordinator, Data Specialist.
Instructional Staff Training and Core Instruction	Instructional staff will attend professional development that focuses on Core Reading Instruction strategies and programs to enhance rigor.	Technology, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$30000	Director of Grants, Building Administrators, Educational Services
Assessment, Rubrics & Writing Prompts Development	Current assessments and rubrics will be reviewed for alignment with the State Standards. Teachers will be trained to create assessments, rubrics and writing prompts (informational, argument and/or opinion writing).	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$5400	Curriculum Director, ELA Curricular Leaders, ELA Curriculum Council Members
Extended Day After School Tutoring	Students are tutored in after or before the school day in Mathematics. Teachers/staff work with and progress monitor at-risk, Title I and McKinney-Vento students.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/14/2019	\$20000	Building Administrators, Teachers, Para-Educators
Summer Math Support Programs	Summer programs will be offered for students not proficient in mathematics. These include a 5 week program for gr. 6-12 students. Teachers/staff will provide after school and summer opportunities for students to improve math proficiency. Teachers/staff will work with and progress monitor at-risk, Title I and M-V elementary students.	Direct Instruction	Tier 2	Monitor	07/11/2017	08/15/2017	\$33000	Summer School Coordinators, Summer School Teachers, Data Specialist
5D+ Rubric Crosswalk with High Leverage Strategies	Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	K-12 Principals, Educational Services Department Personnel

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Implementation & Monitoring of 5D+ Teacher Evaluation Tool	Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.	Other, Professional Learning	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	K-12 Principals, HR & Educational Services Personnel
Implementation of Administrator Evaluation System	Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.	Other	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education
5D+ Rubric Crosswalk with High Leverage Strategies	Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	K-12 Principals, Educational Services Department Personnel
Implementation & Monitoring of 5D+ Teacher Evaluation Tool	Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.	Other, Professional Learning	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	K-12 Principals, HR & Educational Services Staff
Implementation of Administrator Evaluation System	Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.	Other	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education

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5D+ Rubric Crosswalk with High Leverage Strategies	Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	K-12 Principals, Educational Services Department Personnel
Implementation & Monitoring of 5D+ Teacher Evaluation Tool	Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.	Other, Professional Learning	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	K-12 Principals, HR & Educational Services Staff
Implementation of Administrator Evaluation System	Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.	Other	Tier 1	Monitor	09/04/2018	06/28/2024	\$0	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education
5D+ Rubric Crosswalk with High Leverage Strategies	Principals process one or more of the new initiatives or strategies learned over the past few years that could help to achieve goals on 5D+ tool. Connecting the vision statements & guiding questions to specific strategies may help working through the tool.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	K-12 Principals, Educational Services Department Personnel
Implementation & Monitoring of 5D+ Teacher Evaluation Tool	Administrators continue to monitor the implementation and application of the 5D+ Teacher Evaluation Tool.	Other, Professional Learning	Tier 1	Monitor	09/05/2017	06/28/2024	\$0	K-12 Principals, HR & Educational Services Personnel



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Implementation of Administrator Evaluation System	Superintendent, Assistant Superintendent of Educational Services, Executive Director of Elementary Education and K-12 Principals implement the Administrator Evaluation System utilizing the Evaluation Tool.	Other	Tier 1	Implement	09/04/2018	06/28/2024	\$0	Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Executive Director of Elementary Education
Steering Committee	Implementation of an oversight committee designed to facilitate the district's plan to enhance the community by embracing and celebrating diversity. A diverse group of stakeholders will work collaboratively to design and implement a coherent systemic plan to move CVS forward in this area.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/11/2021	\$4000	Superintendent, Educational Services Dept, Community Relations Dept., K-12 Administrators, Special Education Dept, SSW, Teachers
K-12 Introductory Presentations: Introduction to Culturally Responsive Schools	Presenter: Dr. Jay Marks, Oakland Schools' Diversity and Equity Consultant. This presentation will focus on the Five Basic Skills Areas for culturally competent educators, which include: 1) Self Awareness; 2) Awareness and Acceptance of Differences; 3) Dynamics of Cultural Differences; 4) Knowledge of Students' Culture; and 5) Adaptation of Skills	Professional Learning	Tier 1	Getting Ready	11/06/2018	01/21/2019	\$1000	Superintendent, Educational Services Dept, Community Relations Dept, K-12 Administrators

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<p>Trainer of Trainers Program for Culturally Responsive Teaching</p>	<p>Trainer: Dr. Jay Marks, Oakland Schools' Diversity and Equity Consultant.                  This professional learning experience will provide participants with an opportunity to develop the knowledge, understanding and skills necessary to effectively teach students from diverse cultural backgrounds (i.e. race, ethnicity, gender, language, sexual orientation, religion, SES, etc.) This workshop will focus on the Five Basic Skills Areas for culturally competent educators, which include: 1) Self Awareness; 2) Awareness and Acceptance of Differences; 3) Dynamics of Cultural Differences; 4) Knowledge of Students' Culture; and 5) Adaptation of Skills.                   -3 Sessions: September 18, November 13, December 6                  -30 participants: 4-HS, 8-MS, 12 ELEM, 6 Admin, SSWs Counselors</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/18/2018</p>	<p>12/06/2018</p>	<p>\$9600</p>	<p>Educational Services Department , K-12 Administrators</p>
<p>Professional Development: The Impact of Cultural Consciousness in the Learning Environment</p>	<p>This half day workshop for all building PBIS steering committees will help to connect the work of PBIS to the work of cultural awareness and celebrating diversity. Participants will gain an awareness of the importance of students; cultures influences on their school experience. The objectives are: to understand that cultural consciousness is a belief and a lifestyle/journey, to understand implicit bias and its impact, and to identify the different types of microaggressions.</p>	<p>Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/21/2018</p>	<p>02/01/2019</p>	<p>\$2000</p>	<p>Educational Services Dept, MISD PBIS Consultant, Counselor &amp; AP from Dakota HS</p>

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<p>Trainer of Trainers Program for Making Content Comprehensible for English Learners</p>	<p>This workshop will incorporate the SIOP Model which is a research-based and a validated instruction model that addresses the academic needs of English learners. The SIOP Model consists of eight components:</p> <ul style="list-style-type: none"> <li>• Lesson Preparation</li> <li>• Building Background</li> <li>• Comprehensible Input</li> <li>• Strategies</li> <li>• Interaction</li> <li>• Practice and Application</li> <li>• Lesson Delivery</li> <li>• Review and Assessment</li> </ul> <p>Using instructional strategies connected to each of these components, classroom teachers deliver grade-level lessons to English learners through modified instruction. These modification to instruction make the information comprehensible to the students while promoting their academic and social English development.</p> <p>Three Cohorts with 24 participants each.</p> <p>By the end of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the components and features of the SIOP Model</li> <li>• Observe and practice SIOP components</li> <li>• Incorporate SIOP features into lesson planning with a focus on academic language</li> <li>• Utilize WIDA data to make instructional decisions and modifications</li> </ul>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>10/17/2018</p>	<p>03/28/2019</p>	<p>\$14400</p>	<p>Educational Services Department , ELL Staff</p>
<p>Professional Development with PBIS Teams:</p>	<p>MISD PBIS Consultant will work with middle &amp; high schools in Year 2 implementation of PBIS at the secondary level. Elementary schools will receive "re-boot" training on existing school wide PBIS programs. MiBLSI strategic partnership for comprehensive PBIS at 3 elementary schools will take place.</p>	<p>Behavioral Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>		<p>09/04/2018</p>	<p>06/14/2019</p>	<p>\$2000</p>	<p>Educational Services Dept, Special Services Department , MISD PBIS Consultant, K-12 Building Administrators, School Wide PBIS Teams.</p>

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Restorative Practices Training: Foundations of Restorative Practices	Train K-12 Administrators on Restorative Practices. K-5 will receive Year 1 training. Secondary will receive Year 2 training. The purpose of this training is to prepare administrators to respond to the newly implemented Michigan restorative Practices Law. Participants will learn how to follow a step-by-step documentation process that demonstrated to 3rd parties the school administrator considered restorative practices, before suspension. The Restorative Action Plan (RAP) will be the focus of training. Restorative action plans take a problem-solving approach to discipline, replacing punitive measures with emotional learning opportunities.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/14/2018	03/11/2019	\$10000	Special Education Department, K-12 Administrators, Educational Services Dept
African American History Course	Creation and implementation of an African American History course for Fall of 2018. The class will stand on the foundations of identity, advocacy and history as it pertains to African Americans and their existence and experience in the United States. The course will integrate concepts that allow students to connect the past to the present. the goal of the course is to help students understand the different avenues they can choose to be an advocate for change.	Other, Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	HS Social Studies Staff, HS Administrators, Director of Curriculum & Assessment
Women's History Course	Creation and implementation of a Women's History class for the Fall of 2019. (pending Curriculum Committee recommendation) Students will study women and gender issues throughout history while focusing on evolving roles, images and the struggles and triumphs toward empowerment. Various focus texts, films and literature will add to the thematic exploration of the historical and contemporary narrative. students will also be asked to make personal connections and implement ideas and concepts from the course through application and critical thinking.	Other, Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/19/2020	\$1200	HS teaching staff, HS Administrators, Director of Curriculum & Assessment
Science Teacher Professional Development	Science Professional Development: -Elementary Science -NGSX Training for Elementary Teachers; 11 gr Science (Physics, Chem 2, Earth Science 1 & 2); -Bio/Chem/Physics; -AP Environmental Studies;	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$9800	HS/ELEM Administrators, Educational Services Dept., Dir of Curriculum & Assessment, Science Curricular Leaders

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Literacy Professional Development	The Literacy Symposium is a professional development offering that links practitioners with the most current research in the science of literacy. Teachers explore the relationships among language, reading, and writing and connect theory to practice.	Professional Learning, Academic Support Program	Tier 3	Getting Ready	07/09/2018	07/10/2018	\$1668	SpEd Teachers, SpEd Department
Literacy Training for EL Teachers	iLit Literacy Training for district EL teachers to work with EL students.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	07/09/2018	08/01/2018	\$600	EL Coordinator, EL Teachers

### Wyandot Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Support Classes	Students identified as achieving below grade level in mathematics will be provided with an extra hour of math support during the school day. This class will scaffold the teaching in math classes and work with students to build math skills.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$246500	Educational Services, Building Administrators
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
Curriculum Mapping	Curriculum maps and pacing guides will be developed ensuring that MC3 Standards, global challenges and technology applications are consistently implemented by grade levels and/or courses ensuring all students are college & career ready. Teachers will be trained to use Rubicon Atlas to create curriculum maps.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$4200	Educational Services, Social Studies Curriculum Leaders, Social Studies Council Members

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Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Common Assessment, Formative Assessment and Curriculum Mapping Training (Gr. 6-12)	Next Generation Science Standards (NGSS) will be unpacked by grade level and/or course. Curriculum maps for the teaching of Science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level or course assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in Science. Teachers will migrate assessments to a new platform associated with current grading program.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$16000	Educational Services, Science Curricular Leaders, Science Curriculum Council, Building Administrators
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison
Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator

## District Improvement Plan

Chippewa Valley Schools

Social Studies Teacher Professional Development	Teacher training and curriculum writing in the area of Social Studies: -Global Studies for HS Teachers -7th Grade Social Studies; -African American studies for HS Teachers; -Women's Studies for HS Teachers; -Global Challenges for MS Teachers;	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$14000	MS & HS Administrators, Director of Curriculum & Assessment, Social Studies Curricular Leaders
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### Shawnee Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curricular Leaders, Science Curriculum Council
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department

## District Improvement Plan

Chippewa Valley Schools

Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison
Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

### Sequoyah Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison



## District Improvement Plan

Chippewa Valley Schools

NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison
Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

## District Improvement Plan

Chippewa Valley Schools

### Seneca Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Support Classes	Students identified as achieving below grade level in mathematics will be provided with an extra hour of math support during the school day. This class will scaffold the teaching in math classes and work with students to build math skills.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$246500	Educational Services, Building Administrators
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
Curriculum Mapping	Curriculum maps and pacing guides will be developed ensuring that MC3 Standards, global challenges and technology applications are consistently implemented by grade levels and/or courses ensuring all students are college & career ready. Teachers will be trained to use Rubicon Atlas to create curriculum maps.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$4200	Educational Services, Social Studies Curriculum Leaders, Social Studies Council Members
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department

## District Improvement Plan

Chippewa Valley Schools

Common Assessment, Formative Assessment and Curriculum Mapping Training (Gr. 6-12)	Next Generation Science Standards (NGSS) will be unpacked by grade level and/or course. Curriculum maps for the teaching of Science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level or course assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in Science. Teachers will migrate assessments to a new platform associated with current grading program.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$16000	Educational Services, Science Curricular Leaders, Science Curriculum Council, Building Administrators
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison
Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Social Studies Teacher Professional Development	Teacher training and curriculum writing in the area of Social Studies: -Global Studies for HS Teachers -7th Grade Social Studies; -African American studies for HS Teachers; -Women's Studies for HS Teachers; -Global Challenges for MS Teachers;	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$14000	MS & HS Administrators, Director of Curriculum & Assessment, Social Studies Curricular Leaders

### Ottawa Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## District Improvement Plan

Chippewa Valley Schools

Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison

## District Improvement Plan

Chippewa Valley Schools

Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

### Ojibwa Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council

## District Improvement Plan

Chippewa Valley Schools

Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison
Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

### Mohawk Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## District Improvement Plan

Chippewa Valley Schools

Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison

## District Improvement Plan

Chippewa Valley Schools

Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

### Miami Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council



## District Improvement Plan

Chippewa Valley Schools

Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison
Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

### Iroquois Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Support Classes	Students identified as achieving below grade level in mathematics will be provided with an extra hour of math support during the school day. This class will scaffold the teaching in math classes and work with students to build math skills.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$246500	Educational Services, Building Administrators

## District Improvement Plan

Chippewa Valley Schools

Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
Curriculum Mapping	Curriculum maps and pacing guides will be developed ensuring that MC3 Standards, global challenges and technology applications are consistently implemented by grade levels and/or courses ensuring all students are college & career ready. Teachers will be trained to use Rubicon Atlas to create curriculum maps.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$4200	Educational Services, Social Studies Curriculum Leaders, Social Studies Council Members
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Common Assessment, Formative Assessment and Curriculum Mapping Training (Gr. 6-12)	Next Generation Science Standards (NGSS) will be unpacked by grade level and/or course. Curriculum maps for the teaching of Science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level or course assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in Science. Teachers will migrate assessments to a new platform associated with current grading program.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$16000	Educational Services, Science Curricular Leaders, Science Curriculum Council, Building Administrators
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison

## District Improvement Plan

Chippewa Valley Schools

Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Social Studies Teacher Professional Development	Teacher training and curriculum writing in the area of Social Studies: -Global Studies for HS Teachers -7th Grade Social Studies; -African American studies for HS Teachers; -Women's Studies for HS Teachers; -Global Challenges for MS Teachers;	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$14000	MS & HS Administrators, Director of Curriculum & Assessment, Social Studies Curricular Leaders

### Huron Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison

## District Improvement Plan

Chippewa Valley Schools

NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison
Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

## District Improvement Plan

Chippewa Valley Schools

### Fox Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison

## District Improvement Plan

Chippewa Valley Schools

Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

### Erie Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council

## District Improvement Plan

Chippewa Valley Schools

Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison
Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

### Dakota High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Support Classes	Students identified as achieving below grade level in mathematics will be provided with an extra hour of math support during the school day. This class will scaffold the teaching in math classes and work with students to build math skills.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$246500	Educational Services, Building Administrators

## District Improvement Plan

Chippewa Valley Schools

Curriculum Mapping	Curriculum maps and pacing guides will be developed ensuring that MC3 Standards, global challenges and technology applications are consistently implemented by grade levels and/or courses ensuring all students are college & career ready. Teachers will be trained to use Rubicon Atlas to create curriculum maps.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$4200	Educational Services, Social Studies Curriculum Leaders, Social Studies Council Members
Common Assessment, Formative Assessment and Curriculum Mapping Training (Gr. 6-12)	Next Generation Science Standards (NGSS) will be unpacked by grade level and/or course. Curriculum maps for the teaching of Science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level or course assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in Science. Teachers will migrate assessments to a new platform associated with current grading program.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$16000	Educational Services, Science Curricular Leaders, Science Curriculum Council, Building Administrators
Social Studies Teacher Professional Development	Teacher training and curriculum writing in the area of Social Studies: -Global Studies for HS Teachers -7th Grade Social Studies; -African American studies for HS Teachers; -Women's Studies for HS Teachers; -Global Challenges for MS Teachers;	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$14000	MS & HS Administrators, Director of Curriculum & Assessment, Social Studies Curricular Leaders

### Clinton Valley Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison



## District Improvement Plan

Chippewa Valley Schools

NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison
Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

**District Improvement Plan**

Chippewa Valley Schools

**Chippewa Valley High School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Support Classes	Students identified as achieving below grade level in mathematics will be provided with an extra hour of math support during the school day. This class will scaffold the teaching in math classes and work with students to build math skills.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$246500	Educational Services, Building Administrators
Curriculum Mapping	Curriculum maps and pacing guides will be developed ensuring that MC3 Standards, global challenges and technology applications are consistently implemented by grade levels and/or courses ensuring all students are college & career ready. Teachers will be trained to use Rubicon Atlas to create curriculum maps.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$4200	Educational Services, Social Studies Curriculum Leaders, Social Studies Council Members
Common Assessment, Formative Assessment and Curriculum Mapping Training (Gr. 6-12)	Next Generation Science Standards (NGSS) will be unpacked by grade level and/or course. Curriculum maps for the teaching of Science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level or course assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in Science. Teachers will migrate assessments to a new platform associated with current grading program.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$16000	Educational Services, Science Curricular Leaders, Science Curriculum Council, Building Administrators
Social Studies Teacher Professional Development	Teacher training and curriculum writing in the area of Social Studies: -Global Studies for HS Teachers -7th Grade Social Studies; -African American studies for HS Teachers; -Women's Studies for HS Teachers; -Global Challenges for MS Teachers;	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$14000	MS & HS Administrators, Director of Curriculum & Assessment, Social Studies Curricular Leaders

**Cheyenne Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## District Improvement Plan

Chippewa Valley Schools

Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison

## District Improvement Plan

Chippewa Valley Schools

Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

### Cherokee Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
NGSS Training & Teacher Collaboration (Gr. K-5)	IK-5 teachers will attend professional development that focus on Next Generation Science Standards (NGSS) and programs to enhance student achievement (NGSX).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$2400	Educational Services, Building Administrators, Science Curriculum Leaders, Science Curriculum Council

## District Improvement Plan

Chippewa Valley Schools

Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison
Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Monitor Summer School Instruction	Summer Program supervisors will do walkthroughs and monitor assessment data to ensure interventions and strategies are implemented with fidelity.	Walkthrough	Tier 2	Monitor	07/10/2018	08/08/2018	\$33000	Summer Program Supervisors, Director of Curriculum & Assessment

### Algonquin Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Support Classes	Students identified as achieving below grade level in mathematics will be provided with an extra hour of math support during the school day. This class will scaffold the teaching in math classes and work with students to build math skills.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$246500	Educational Services, Building Administrators

## District Improvement Plan

Chippewa Valley Schools

Parent Literacy Education	Parent Liaison, in consultation with M-V Liaison, will develop programs that involve parents in working with their children to encourage reading at home. Parent Education Nights (P.E.N.) will be offered at elementary and middle schools.	Parent Involvement	Tier 2	Monitor	09/04/2018	06/03/2019	\$170000	District Director of Grants, Building Principals, Parent Education Coordinator, M-V Liaison
Curriculum Mapping	Curriculum maps and pacing guides will be developed ensuring that MC3 Standards, global challenges and technology applications are consistently implemented by grade levels and/or courses ensuring all students are college & career ready. Teachers will be trained to use Rubicon Atlas to create curriculum maps.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$4200	Educational Services, Social Studies Curriculum Leaders, Social Studies Council Members
Training and Implementation of Strategies Associated with Newly Adopted ELA Programs in K-5 and 6-8	K-8 ELA teachers will attend multiple trainings on the implementation of strategies and curriculum associated with the newly adopted ELA programs. Instructional staff will then implement the strategies in their classrooms to improve student Reading achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$100000	ELA Curricular Leaders, Principals, Director of Curriculum & Assessment, Educational Services Department
Common Assessment, Formative Assessment and Curriculum Mapping Training (Gr. 6-12)	Next Generation Science Standards (NGSS) will be unpacked by grade level and/or course. Curriculum maps for the teaching of Science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level or course assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in Science. Teachers will migrate assessments to a new platform associated with current grading program.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$16000	Educational Services, Science Curricular Leaders, Science Curriculum Council, Building Administrators
Science & Engineering Family Nights	Families will be invited to attend Science & Engineering nights where they will learn NGSS strategies via learning games and activities designed to support their children's achievement in Science.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$6000	Educational Services, Parent Liaison/Coordinator, M-V Liaison

**District Improvement Plan**

Chippewa Valley Schools

Teacher Training-Summer Program	Teachers/staff participating in the summer programs will be trained in assessment literacy.	Professional Learning	Tier 2	Monitor	07/09/2018	08/01/2018	\$8000	District Summer Program Supervisors, Data Specialist, Director of Curriculum & Assessment, Bi-Lingual Teacher Coordinator
Social Studies Teacher Professional Development	Teacher training and curriculum writing in the area of Social Studies: -Global Studies for HS Teachers -7th Grade Social Studies; -African American studies for HS Teachers; -Women's Studies for HS Teachers; -Global Challenges for MS Teachers;	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$14000	MS & HS Administrators, Director of Curriculum & Assessment, Social Studies Curricular Leaders