

# MICIP Portfolio Report

## Kearsley Community School District

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### Goals Included

#### Active

- Improve ELA proficiency on State Assessments and S...
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### Buildings Included

#### Open-Active

- Armstrong Middle School
  - Dowdall Elementary School
  - Fiedler Elementary School
  - Kearsley High School
  - Kearsley Virtual Academy
  - Weston Elementary School
- 

### Plan Components Included

Goal Summary

Data

Data Set

Data Story

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Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

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Funding

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Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Kearsley Community School District

### Improve ELA proficiency on State Assessments and S...

**Status:** ACTIVE

**Statement:** KCS will increase ELA proficiency rates to 65% by June 2027 as measured by state summative assessments and STAR Early Literacy & Reading.

**Created Date:** 06/28/2021

**Target Completion Date:** 06/30/2027

**Data Set Name:** Kearsley Literacy Data Story 2021

Name	Data Source
Student Assessment: College Readiness	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
KCS Student Academic Growth - ELA State Assessments	MiSchoolData
Kearsley STAR Reading & Early Literacy Proficiency and Growth 3 year trend data	STAR Assessment
Student Counts: Retained In Grade	MI School Data
Kearsley Graduation Rate 2019 - 2015	MiSchoolData
Kearsley 31a At-Risk Accountability Trends	MiSchoolData
Kearsley K-1 DRA & MLPP Data 2018-2021	District Determined
Kearsley Subgroup Data for State ELA Assessments, Star Reading and Attendance	District Determined
Kearsley Non-Academic Data 2019-2021	MiSchoolData
Kearsley Perception Data	District

Name	Data Source
2019-2021	Determined
Kearsley Systems Data - Systems Review and MTSS Profile Implementation	District Determined

**Data Story Name:** Kearsley Literacy Data Story 2021

**Initial Data Analysis:** ACADEMIC

25.8% of Gr 11 sts met benchmark on the SAT, below the State/GISD, 33.9% & 28.7%

45.9% of Gr 11 sts met benchmark on EBRW 2019, down from 54.2% in 2016

Gr 3-7, 11 proficiency rate below 46%; 8th 51% on state summative assessments

8th & 11th gr below state & GISD

Gr 6th & 7th gr 1-2 pts above state prof rate

Gr 3-5 above county average prof rate but below state

Gr 8, 11, 6 Male sts performing lower >10 pt gap

All grades except 5th, African American sts performing lower >10 pt gap

All grades, Economically Disadvantaged sts > 20 pt gap

All grades, Sts with Disabilities 20-40 pt gap

53.8 SGP for all students on ELA State summative tests which is an increase from 51.2 SGP in 2016

All grades above 52 SGP except Gr 8 with 48.6

Sts with Disabilities SGP 50.5 (54.4)

Two or More Races SGP 48.1 (53.8 all sts)

40.9 % of At Risk Third Gr proficient on M-STEP Reading, increase from 27.7% in 2016.

STAR Reading K-8 SGP Fall - Winter dropped from 49 in 2020 to 41 in 2021

STAR Reading K-8 proficiency January screening window fell from 55% in 2020 to 44% in 2021

20% of K-8 sts with disabilities scored at/above STAR Reading Jan '21

33% of K-8 African American sts scored at/above STAR Reading Jan '21

30.7% of K sts prof on DRA2 W2021 vs. 56% W2018

41.5% Gr 1 sts prof on DRA2 W2021 vs. 60% W2018

**Non-Academic**

College Enrollment in 2020 - 39%, fell from 2016 - 59%

3-4% sts retained each year, 108 districtwide 2019-2020

73 KHS sts -7.6% of all 9-12 sts, (6% 2018-19, 4% 2017-18)

Grad Rate declining & dropout increasing during the first year of KVS: KCS 79.8%/7.3% in 2019 and 84.25%/6.85% in 20152019 KHS grad rate at 85%, KVA grad rate at 18.18%,KHS

Dropout: 6%

22% of K-12 sts were chronically absent in 2019, dropped to 16% in 2020 due to school shutdown. Higher rates for English Learners 30%, Students with disabilities 29% and Homeless 69% in 2019.

11% of students were expelled or suspended in 2019 1pt decline for each of the previous 2 years

19% of teachers 33/174 worked with KCS for 0-5 years; additional 10 newly hired teachers

in 2021

5 out 14 administrators have 1 or more in current assignment

% of students who are economically disadvantaged has increased from 68% to 89% in five years

Perception / Survey Data indicates that 30% of Gr 3-8 & 40% of Gr 9-12 students don't feel they do well in school. 29% of parents feel that teachers do not frequently communicate about their student's progress. 22% of parents don't believe their student's school provides them with information / training on ways to support their student for success at school. 27% of parents don't feel they have opportunities to share ideas and opinions about my student's school experiences. Staff scored parent involvement the lowest on the staff survey with 36% disagreeing with statements in this category.

In 2016-2017, each school completed the School Systems Review. The results were reviewed by the District School Improvement Team and the District Systems Review was completed. For the 10 standards on the District Systems Review, 7 standards were determined to be partially implemented and 3 were fully implemented: instruction, assessment and organizational management. None of the standards were determined to be in the beginning or sustained phase.

#### *Initial Initiative Inventory and Analysis:* Viable Curriculum:

The District has a Curriculum Development Process and Calendar that guide staff as we work toward a Viable Curriculum. District curriculum staffing includes 2 part-time specialists, a Director of Curriculum and High School and Middle School Department Chairs. When reviewing the status of Viable Curriculum, new curriculum materials were identified and purchased for ELA K-5 in May 2019, for 9-12 in May 2020 and 6-8 is completing curriculum pilots during 2020-21 school year.

#### Instructional Pedagogy:

Building level and department level professional development, the 5D+ teacher evaluation rubric, and instructional coaches have supported teacher learning to develop instructional pedagogy that includes differentiation of instruction, scaffolding instruction, vocabulary development, discipline specific instructional practices including Workshop Framework for Reading and Writing, Math practices, NGSX practices and inquiry in Social Studies.

#### Student Engagement:

Activities focused on increasing the level of student engagement in learning included Classroom Dialogue, Student Talk, Questioning Strategies and Total Participation Techniques.

#### Balanced Assessment:

Activities included a District Assessment Calendar, FAME Teams, Feedback for Learning, Formative Assessment Methods, Common Grading Practices, Student Self-Assessment based on teacher clarity with learning goals and having Observable systems and routines for recording FA data.

#### Multi-Tiered System of Supports:

Activities include Tier I Interventions, Extended Day Academic Interventions, Tier 2 Interventions, Tier 3 Interventions, PBIS Tiered Supports, Teacher-Student Relationships, Special Populations Supports - Homeless Liaison, English Learner supports, and program monitoring and evaluation. These activities are funded mostly with federal and state at-risk

grants and evaluated annually at the school level.

#### Building Collective Efficacy:

Providing professional learning opportunities that are sustained and job-embedded was the primary focus of this strategy along with ensuring that district and school leaders stay current in best practices. The district and building's professional development plan, inquiry-based collaboration for data-driven decision making/PLCs, inquiry-based collaboration to improve instructional practice along with the professional learning through the coaching cycle and action research with an instructional coach have been the activities for building collective efficacy. Professional development for instructional coaches was included in this strategy, as well.

#### Technology for Teaching and Learning:

Activities included technology integration for student learning and technology integration for instruction along with productivity & efficiency and decision making & data collection.

#### Collaboration with Families:

Activities fall under two categories: Parent/Family Involvement and Parent/Family Training Career Information, Exposure and Experiences in order to be Career Ready by Graduation:

Elementary Strategy: Career Awareness - Staff will provide a variety of age appropriate career awareness opportunities and activities to ensure students make connections to the world of

work, considering their interest and aptitudes.

Secondary Strategy: Counselors and knowledgeable designated staff will work with all secondary students to complete a quality Educational Development Plan (EDP) as required by law which will be reviewed and updated annually.

Activities include: Structured on the Job Training, Speakers/Career Fairs, Career Information Resources & Experiences, Career Counseling, Grade 12 Career Preparation, Parent and Family Information Forums, Employability Skills, Professional Learning, Parent and Family Engagement

Common DIP/SIP strategies since 2015-16; program evaluations annually, moved the needle in elementary math and ELA; higher than expected growth when compared with schools with similar demographics.

Our previous district and school improvement goal was for 80% of students reading and writing at grade level and our mission speaks to preparing all students to be self-directed lifelong learners and problem solvers in a global society.

By the beginning of 2021-22, all K-12 teachers will be provided with new ELA curriculum materials. It is expected that all ELA teachers will implement lessons based on the state standards using new ELA curriculum materials with fidelity to common pacing and assessment and result in improved literacy mastery.

ELA performance continues to be below expectations and either flat or declining in most grade levels. Students with disabilities and African American students perform at lower rates than the average for all students.

There is currently no vertical or cross-curricular alignment and no grade specific "look fors" document for literacy instruction / learning.

MTSS is expected at every level but interventions have been interrupted due to the pandemic. Greater gaps in academic and social-emotional learning are expected and more students are expected to have learning and behavior gaps.

Professional learning was provided for new curriculum, but time and pandemic teaching requirements shifted the focus for 2021-2022 on remote teaching and Ed Tech Tools. Instructional coaching and curriculum staff supports are expected to continue the implementation of new curriculum materials and curriculum development process.

#### Gap Analysis: WES:

Current Literacy outcomes are not what we would like them to be. We would like to have at least 80% of students reach proficiency through Tier 1, and the remainder of our students reach proficiency with intervention in Tier 2.

1) This Fall, first grade had 46% of students at the Intervention and Urgent Levels on STAR, and 42% at these levels in the Fall of 2019. 2) This Winter, first grade had 59% of students below grade level on DRA, which correlates closely to last year's winter data set, in which 53% were below grade level last year, in January of 2020. 3) This Winter, Kindergarten DRA proficiency levels are down from the previous year, with 70% of students below grade level on DRA. 51% were below grade level in January of 2020.

4) Kindergarten MLPP proficiency levels for this winter show that half of our kindergarten students are not successful on the rhyme choice assessment and 52% of students are not proficient with letter sounds at the mid-way point of the school year.

5) Writing proficiency levels for this winter show 69% of Kindergarten students are not proficient.

#### DES:

Three year's data has revealed that 50% or less of third grade students performed at or above proficient in Reading in every metric we study (DRA, M-STEP, STAR). Our goal is to have 80% of our students at or above proficiency. This leaves a gap of at least 30% of our students not meeting our goal.

#### FES:

Over the last 3 years, the percentage of students at/above grade level on the Winter Star has continued to decline. In 2018-2019, 62% of students were at/above, declining to 2020-2021 where we have 51% of students at/above. We would like to see this downward trend stop and for a higher percentage of students to be at/above grade level. The last spring data we have is from 2018-2019.

#### AMS:

While we would like to see indicators of student engagement increase among all demographic groups...we are seeing that our current systems and processes are continuing to result in stagnant or declining student engagement and continued inequities across demographic groups. \*Only 2 paraprofessionals support the whole building in Language Arts. \*There are more students who could benefit from Reading Connections than available sections.

\*ELA has been piloting a new curriculum in the 2020-2021 school year.

\*Due to pandemic learning, students are not spending time with independent reading. Classes have been shortened and that time has been taken away from IR time. Students at home are not spending time IR.

\*Students have the ability to listen to the texts that are being used in classes.

#### KHS:

Our current school improvement goals and initiatives have been implemented within KHS. Part of our SI goals are the priorities laid out by the NCA review. We have successfully

focused time on the development and use of student engagement strategies and formative assessment to increase student outcomes. ELA implemented a new curriculum this year after doing phase work and piloting in the Spring of 2020. Due to the pandemic, there is not yet enough pre/post implementation comparisons with their previous curriculum. Interventions like Lunch & Study will be continued to be implemented when social distancing restrictions are relaxed. Classes like Math Fundamentals, Freshmen Academy and English Fundamentals will be continued as well.

*District Data Story Summary:* The district's overall K-12 ELA proficiency is not meeting expectations or State targets annually (see school index chart below). The percent of students demonstrating proficiency in ELA based on state assessments remains below the state target of 60% with 43-49% of students demonstrating proficiency at each grade level. The trending decline in the overall SAT results also indicate that fewer high school students are demonstrating college and career readiness.

New elementary ELA curriculum materials were purchased for K-5 in May 2019 with publisher training and support by the ELA curriculum specialist and instructional coach. New high school ELA curriculum materials were purchased for 9-12 in May 2020 with publisher training and support by the ELA curriculum specialist and instructional coach and KHS ELA department chair.

The middle school is currently piloting ELA curriculum materials (2020-2021) with a plan to purchase at the end of the school year (May 2021). AMS ELA teachers have been provided with training from the publishers of each of the two programs piloted. The ELA curriculum specialist and instructional coach and AMS ELA department chair have provided support. New curriculum materials have not been in place long enough to have a positive impact on student outcomes.

Although the district has purchased books in the past 10 years for ELA classrooms and leveled texts for elementary schools and the middle school, annual updates to these libraries are needed. Students need to have access to a variety of high quality and high interest texts at their level in order to encourage reading outside of the classroom.

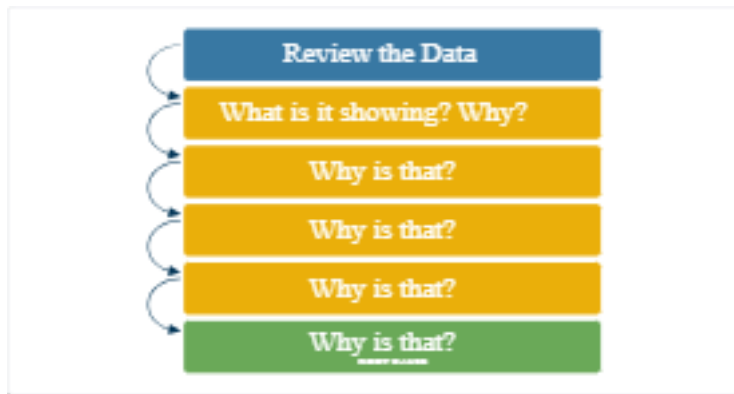
In previous years, more intervention opportunities were provided K-3 than in 4-12 for students struggling to master grade level expectations. Staffing issues prevented the implementation of tiered supports at the same level during pandemic learning in Spring 2020 and for the 2020-2021 school year. Addressing interrupted learning and slower growth in learning is a real concern moving forward.

Chronic absenteeism is a concern for approximately 20% of students. Mental Health concerns have increased due to the pandemic.

Parents struggle with helping their child with academic tasks at home.

## *Analysis:*

### *Root Cause*



### Five Whys

- Why: Fewer than 50% of students demonstrate proficiency in ELA assessments.
- Why: 50% of Students haven't developed reading process and skills at each grade level.
- Why: Students aren't practicing the skills / process enough to develop the skills
- Why: Direct instruction and support isn't provided at the level that students need in a timely manner
- Why: The amount of time to deliver curriculum doesn't allow for reteaching and extra practice
- Why: Teachers are implementing or piloting new curriculum which hasn't yet been paced and reading skills are reinforced only during ELA instruction time.
- Why: Our scores in all state assessments indicate that ELA cannot on its own provide teaching and intervention for literacy to ensure all students are proficient and make progress on grade level standards. Teachers need to have professional collaboration capacity and time to pace and align curriculum, instruction and assessments in K-12 to ensure a Tier 1 Guaranteed & Viable Curriculum and highly effective Tier 1 instruction. Literacy instruction and practice should occur in other courses specific to each discipline. Structures for MTSS Tier 1, 2, and 3 for literacy in ELA & Math and behavior need alignment with the MDE MTSS Profile. Family Engagement around Literacy must be a tiered approach. Technology systems need to support educators and students to enhance and efficiently and effectively teach and learn. Career awareness, exploration and development activities need to continue and grow to provide relevance and motivation to build lifelong learning and problem solving skills.

**Challenge Statement:** The district needs to focus on K-12 curriculum, instruction and assessment alignment, implementation and pacing, and provide support and training for teachers to implement with fidelity; provide time to reteach and intervene when students don't demonstrate mastery of literacy skills and process along with provide teachers in all content areas with training on how to support basic, intermediate and disciplinary literacy instruction in order to improve performance outcomes for all student groups.

## Strategies:

### (1/4): MTSS Framework (General)

**Owner:** Jane Fonger

**Start Date:** 06/28/2021

**Due Date:** 06/30/2027

**Summary:** "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

**Buildings:** All Active Buildings

**Total Budget:** \$5,000,000.00

- CTE Perkins (Federal Funds)
- IDEA Part B (Section 611) (Federal Funds)
- IDEA Part B (Section 619) (Federal Funds)
- IDEA Part C (Federal Funds)
- Other Federal Funds (Federal Funds)
- Other Title Funds (Federal Funds)
- School Breakfast Program (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- Local Donations / Fundraising (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Discretionary Payment (State Funds)
- Michigan College Access Network (State Funds)
- Other State Funds (State Funds)
- Proposal A Obligation (State Funds)
- Special Education Headlee Obligation (State Funds)

### Communication:

#### Method

- Other
- School Board Meeting
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Social Media

#### Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Team-Based Leadership - Building Leadership - MTSS Implementation Teams - Each School's Leadership Team will meet at least monthly to review progress and monitor fidelity of the school's approved MTSS CI Implementation Plan. The Tiered Fidelity Inventory (TFI) for PBIS and Literacy (R-TFI) will be completed at least annually to monitor and adjust the building MTSS plan; The Leadership Team will communicate the building CI plan to building staff and stakeholders along with the District Continuous Improvement Team.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Team-Based Leadership - Student Leadership Teams - Student Leadership/ Advisory Team will be created and meet monthly to discuss school wide topics, plan special events. Funds for materials, food, and events needed.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Armstrong Middle School</li> <li>• Fiedler Elementary School</li> <li>• Kearsley High School</li> <li>• Kearsley Virtual Academy</li> </ul>				
Team-Based Leadership - District Continuous Improvement (MTSS Implementation) Team - The District Continuous Improvement Team (DCIT) will meet monthly to review progress and monitor fidelity of the district continuous improvement plan. As a subcommittee of the DCIT, the MTSS District Team began meeting in 2022-2023 to monitor the district's MTSS academic and behavior support programs and provide guidance and define systems for decisionmaking and implementation of MTSS. The District MTSS Team will complete the district capacity assessment (DCA) and review implementation status of each area of the MDE MTSS Profile/Rubric annually to measure the district's progress and share results with DCIT & stakeholders.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Team-Based Leadership - PD - K-12 MTSS Coaches - (elementary & secondary) - The MTSS Instructional Coaches will provide and	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
support professional learning around implementation of the district and building MTSS continuous improvement plan. The MTSS Coaches will participate in professional learning around research-based practices for MTSS-Literacy and PBIS and on best practices for coaching. The MTSS Coach will receive professional learning from the GISD MTSS Specialists and the MiMTSS Technical Assistance Center Universal Supports. Professional learning for coaching will be provided through the ICG, student-centered coaching, FAME, Cognitive Coaching, Adaptive Schools, or books studies (such as Get Better Faster New Teacher Coaching) and align with the MDE definition of coaching.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Team-Based Leadership - Professional Learning / Training for District and School Leaders -District and school administrators and teacher leaders will participate in professional learning experiences including approved county or state level synchronous or asynchronous conferences, webinars, meetings, workshops, or	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>mini-courses to stay current on best practices for all aspects of MTSS implementation and state &amp; federal requirements. Trainings may include MAS/ FPS, Special Populations Conference, MICIP Conference/Workshops, MERA, Michigan State Testing Conference, MAC/ FAME, Synergy, MRA, MACUL, MiSchool Data, MIMTSS Tech Center as well as other state and county trainings, workshops or conferences as needed. DCIT and SLTs will use resources &amp; training to develop and facilitate annual PD and Staff meeting plans based on identified needs of teachers in support of the continuous improvement goals and strategies.</p>				
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
<p>Tiered Delivery System - Tier 1 - Guaranteed &amp; Viable Curriculum - District Curriculum staff, principals and teachers will collaborate through the district curriculum process to provide a Guaranteed &amp; Viable Curriculum. A district curriculum calendar will define the work that will be conducted annually. Common curriculum documents including course description/</p>	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
overview, common scope/sequence, priority standards, common assessments such as formative, interim and summative assessments for each course will be created and shared K-12. Training for new teachers and teachers in new assignments will be provided to build capacity for discipline-specific best practices.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - Tier 1 - 5D+ Instructional Best Practices - Administrators will continue to calibrate their use of the 5D+ rubric for teacher growth in best practices for engaging and highly effective teaching and learning. DCIT & SLTs will build their own capacity with the 5D+ rubric in order to provide and monitor impact of targeted professional learning and support. Building admin, instructional coaches and teacher mentors will support newly hired teachers in deepening their understanding and build capacity around the 5D+ rubric. Training resources on the 5D+ rubric will be identified and funded as needed.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
<p>Tiered Delivery System - Tier 1 - Instructional Coaches and Coach PD - K-12 Instructional Coaches will collaborate with district and building admin and leadership teams to provide professional learning experiences (such as intentional coaching cycles, lesson study, Linking Walks, lab classrooms, classroom visits, mentoring, and staff training sessions for individual teachers, small groups or whole staff) based on identified needs through interpreting and monitoring student achievement data to facilitate data dialogues with staff and focus on teacher instructional practices to improve student learning outcomes and implement a multi-tiered system of support. Coaches will also participate in professional learning around best practices for instructional coaching and instruction to build their capacity for facilitating professional learning and coaching teachers. Student outcome data, teacher surveys and instructional coach time / services data will be used to measure the impact of the instructional coaches services.</p>	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

Activity	Owner	Start Date	Due Date	Status
Tiered Delivery System - Tier 1 - Technology hardware & software to support Tier 1 Teaching and Learning - Technology hardware and software will be purchased in support of the district 1:1 Initiative to provide equity and enhance teaching and learning. A district technology director, data analyst, district computer technicians and building tech coordinators will provide support to staff, students and families to allow for effective use of district purchased technology. Professional learning opportunities will be provided for Interactive Projectors and Apple / iPad devices for staff.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - Tier 1 - Ed Tech use, purchase, PD and coaching - Ed Tech tools, licenses, subscriptions will be purchased and utilized by teachers and students to enhance formative assessment and collaborative learning. (ie.Edpuzzle, Peardeck, Kami, Google Suite) The Continuous Improvement Team, the technology department, and the K-12 technology instructional coach will provide professional learning regarding instructional	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
technology and its uses. The K-12 Technology Coach will participate in professional learning for 1:1 initiatives, ed tech programs and instructional best practices for using ed tech programs. Digital Literacy programs (such as learning.com) will be utilized K-12 in support of the ISTE and state tech standards.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - Tier 1 - Tier 1 - Differentiation in All Classrooms -All Teachers will provide engaging responsive differentiated instruction in all classrooms; professional learning will be provided to classroom teachers to build capacity for planning for differentiation and providing small group or 1:1 responsive / targeted instruction. MDE resources for Literacy Essential Practices, MiMTSS Tech Center sessions, and Accelerated Learning and coaching cycles may be used to support professional learning experiences in differentiation. Use of online learning platforms, tech tools such as interactive projector and 1:1 devices may used to support differentiated	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
instruction. HQ Instructional Paraprofessionals may support differentiated instruction in classrooms. Leveled literacy libraries (including decodable texts) and classroom libraries with high interest grade level books will be maintained to support differentiated reading instruction.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - Tier 1, 2 - Intervention Schedules -Each SLT will create a Tier 2 intervention schedule for push-in or pullout targeted interventions. Data will be monitored and student responses to interventions will be reviewed at least once per marking period. Intervention Teachers, Paras, and Classroom teachers will provide small group intervention and support during this time. The SLTs will meet after each marking period to monitor progress and measure effectiveness of the Intervention Schedule (WIN, pushin/pullout, intervention courses, other).	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Armstrong Middle School</li> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Kearsley High School</li> <li>• Weston Elementary School</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
<p>Tiered Delivery System - Tier 2, 3 - Evidence-based Tier 2 and 3 intervention supports - aligned to classroom instruction will be delivered by classroom teachers and trained intervention staff (teachers/paras) for students who qualify based on identification criteria during and / or outside the school day. Interventions may include Reading Recovery (First grade), LLI, Benchmark Advance Interventions, Steps to Advance, EBLI, Guided Reading, RISE, Heggerty phonemic awareness, explicit instruction in letters &amp; sounds, Orton Gillingham, UFLI, Rime Magic, and other small group/individual targeted interventions for oral language, vocabulary, decoding/encoding, comprehension, accuracy and fluency. Students will be identified through identification criteria during data review meetings and monitored for progress regularly as defined by the intervention protocols. Purchase aligned Intervention manuals, materials and assessments.</p>	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Armstrong Middle School</li> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> <li>• Kearsley High School</li> <li>• Weston Elementary School</li> </ul>				
Tiered Delivery System - Tier 2 - Supplemental Intervention Supplies and Materials - Purchase supplies and materials to support literacy Intervention instruction and assessment (such as leveled or decodable texts, student periodicals such as Scholastic/Time for Kids, writing books, magnetic letters, dry erase magnetic boards, sentence strips, correction tape, student books, handwriting resources, math manipulatives and bins/ storage containers for materials purchased) for use in literacy interventions implemented by teachers, interventionists and instructional paraprofessionals.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - Tier 2, 3 - Digital/ eLearning Programs Licenses/ subscriptions - Purchase and utilize elearning program licenses/ subscriptions to support personalized learning, differentiation and tiered interventions in K-10 classrooms. (Such as Reading Eggs K-3, Math Seeds K-2, 3-5 special ed, MI Write 6-8, Reading A-Z	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
K-5, Learning Farm gr 4, IXL? gr5; Edgenuity 9-12). SLTs will create implementation plans for use of the programs and review the impact and fidelity of use annually. Selection of eLearning programs will follow a curriculum materials process or use of the hexagon tool.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - Tier 2 - Paraprofessional Staff - Intervention Paraprofessionals wages/ fringes/training / or contracted through GECS: HQ paraprofessionals provide push-in or pullout interventions and progress monitoring for students who qualify based on identification criteria (such as LLI, Pre-A, RISE, explicit instruction in literacy foundational skills, accuracy, fluency or comprehension) under the direction of approp. cert. teachers and coaches; training for each intervention and progress monitoring (such as STAR CBM, DRAPM, MLPP) will be provided by the certified interventionists, MTSS Coach, principal, and / or classroom teachers.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Kearsley High School</li> <li>• Weston Elementary School</li> </ul>				
Tiered Delivery System - Tier 1, 2 - Professional Development for Teachers & Interventionists - Materials to support PD & intervention implementation - PD / training time & PD Supplies and Materials for coaches/interventionists/ classroom and special education teachers/paras to assist with planning and implementation of Literacy Interventions (such as EBLI, Next Step Forward in Guided Reading by Jan Richardson, RISE framework, LLI training, OG, UFLI, EBLI, 4Ps/PACT, Heggerty Phonemic Awareness, Phonics & Assessments) during DPPD, release time, staff meetings, early release PD, PLCs on an on-going basis.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - PBiS - Counselors - Attendance, Counseling, Guidance, College & Career Readiness - Salary/benefits for K-12 Counselors to collaborate with PBiS interventionists, Family Engagement Liaisons, Social Workers and the SLT to provide tiered positive behavior interventions and	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
supports. Counselors also support college and career readiness, counseling and guidance & attendance interventions for students individually or through small group, classroom or whole school lessons and resources. K-5 guidance curriculum will be reviewed using the district curriculum process.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - Extended Day / Year Supports (OST) - Summer Learning Program - K-5 Summer Learning Program - K-5 Coordinator, Teachers and Paraprofessionals stipends/hourly rate/fringes to provide targeted ELA & Math summer learning experiences along with integrating ELA, math, & science instruction for hands-on experiences for eligible students based on at-risk status. Curriculum development, training, supplies and materials support the program.	Jane Fonger	06/28/2021	08/31/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
Tiered Delivery System - Tier 2, 3 - MS/HS ELA/Math Intervention Teachers - Salary/fringes for approp. cert. Reading, Writing and / or Math Intervention	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>Teachers to provide Tier 2/3 interventions for middle school students who qualify based on identification criteria using STAR Reading / Math or other student literacy achievement data. Diagnostic and progress monitoring tools will be used to appropriately match the literacy intervention (reading, writing or math) to the student's needs. Goals will be set with the student and progress monitoring dates established; Teacher will work with students until goal is met; Training for the cert. teacher interventionists and paraprofessional will be provided by the MTSS Coach and Instructional Coach or purchased from vendor. KHS SLT will explore a ELA intervention course using evidence-based practices for intervention and supports with grade 9 students significantly below grade level on state and local ELA assessments to decrease student course failure rates and improve literacy skills.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Armstrong Middle School</li> <li>• Kearsley High School</li> </ul>				
Tiered Delivery System - Extended Day / Year Supports (OST) - K-8	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>Summer Reading Program / Books Swaps:</p> <p>Coordinator, Teacher and Paraprofessionals stipends/hourly rate/fringes to provide K-8 Summer Reading Program including summer reading kick-off and book swaps events throughout the summer. Materials and supplies to support including high interest of texts (variety of genres and a range of levels) or e-reading program so all K-8 students have access to books all summer as well as academic incentives for bringing a book to swap or reaching reading goals.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Armstrong Middle School</li> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
<p>Tiered Delivery System - PBiS - Social Workers / Social-Emotional and Behavioral Supports - District Social Workers collaborate with K-12 Counselors, Family Engagement Liaisons, PBiS interventionists and the SLT to provide tiered positive behavior interventions and supports. Social workers will work with individual students meeting identification criteria for referral to PBiS intervention</p>	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
program for social-emotional and / or behavioral interventions. Social workers will work with students individually or in small groups to build skills for improving behavioral outcomes and academic success.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - Tier 2 MS/HS Supplemental Courses - Supplemental Courses - will be taught by an approp. MS/HS cert. teacher for qualifying students based on identification criteria including credit deficiency at the middle school. AMS Success, 8th grade Academy and KHS Freshman Academy will provide students with additional academic and behavior support and opportunities to develop school success skills. Identified teaching materials may be purchased and customized for use by teachers and students in these courses. Math Connections at AMS, Math Fundamentals at KHS will provide students with math literacy deficits support in developing math literacy.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> <li>Kearsley Virtual Academy</li> </ul>				
Tiered Delivery System -	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Extended Day / Year Supports (OST) - Tutoring Before, Lunch Period, After School Tutoring Programs - Stipends for trained approp. cert. teachers and / or HQ paraprofessionals to provide intervention sessions for eligible students to strengthen students' literacy skills outside of the school day: before or afterschool or during lunch periods.				
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
Tiered Delivery System - PBiS - District Security Staff & Hall Monitors -Hourly rate/fringes for district security staff and SRO to provide staff training, oversight, coordination and implementation of security efforts across all buildings to ensure a safe school climate for students to learn and staff to work. Contracted security staff may be provided at KHS and AMS to support district security efforts. Hourly rate/fringes for security staff and hall/locker room monitors to provide positive behavioral supports in the unstructured areas of the school: cafeteria, hallways, bathrooms, locker rooms.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
<p>Tiered Delivery System - Special Populations - Services for English Learners - HQ facilitator &amp; coach EL instruction - teachers will provide differentiated literacy instruction for student English Learners matching instruction to the student's zone of development (defined by the student's English proficiency level in various domains). Support will be provided by EL staff: EL coach, EL facilitators and HQ EL facilitator. The HQ EL facilitator will provide training to teachers of ELs for implementing language strategies for increased comprehension, academic vocabulary and writing proficiency. EL facilitators will provide push-in and pull-out support and scaffolds in academic content learning and English language development. Building Administrators, school counselors and secretaries, instructional coaches and classroom teachers of ELs will participate in learning sessions focused on meeting the needs of ELs in their classrooms and buildings. A highly qualified ESOL facilitator will work with EL facilitators and students to increase writing proficiency for students</p>	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
scoring in the 3.5-4.4 range of the WIDA writing assessment. Support may include MI Write and other research-based intervention strategies. The HQ teacher will provide feedback for facilitators on additional instructional strategies and methods and will assist with teacher-facilitator collaboration and communication, modeling with ESOL facilitators to provide knowledge and skills to meet the needs of ELs during all three tiers of MTSS.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - Extended Day / Year Supports (OST) - Credit Recovery - Summer School and 7th hour - 4 week Summer School session and 12-week 7th hour credit recovery sessions taught by approp. cert. high school teachers for students in grades 9 - 12 who failed to earn credit in required core content courses during the school year.	Brian Wiskur	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Kearsley High School</li> <li>Kearsley Virtual Academy</li> </ul>				
Selection and Implementation - Initiative Inventory - The District School Improvement/ Continuous Improvement Process defines the	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
requirements for annual and ongoing program planning, monitoring and evaluation. A program/ initiative planning template and annual program evaluation tool as well as the district initiative inventory are used for grant funded programming. Instructional practices are reviewed using the CEL's 5D + Rubric for Instructional Growth and Teacher Evaluation along with the Kearsley Curriculum Development Process. A district assessment calendar is reviewed and adjusted annually. The MICIP process and MDE MTSS Profile are used for district and building continuous improvement planning, implementation and monitoring. Each school in the district is required to annually update the integrated MTSS Framework for Literacy and Behavior to communicate current available supports with stakeholders.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - Special Populations - Services for Students Experiencing Homelessness- The district Homeless Liaison in collaboration with school counselors, social workers,	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
secretaries, administrators and other staff, to identify students who are experiencing homelessness, assess the needs of the students and families experiencing homelessness in the district and identify/provide resources to support the needs of identified students. The Title I Homeless Set-Aside Reservation will be used at the high school level in case of additional needs students experiencing homelessness are not met through other sources. Additional needs of all Kearsley students experiencing homelessness will be addressed using the Title I Set-Aside Reservation if those needs cannot be addressed by other sources. Kearsley will work with families to provide support with transportation as needed.				
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Tiered Delivery System - Extended Day / Year Supports (OST) - AMS Tutoring Programs - lunch, before, after school, summer - MS Credit Requirement Program will provide supports for students who are credit deficient and have failed core classes in 6th, 7th and	Lisa Oetting	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
8th grade. Hourly rate/ benefits for approp. cert. MS teachers and HQ paras will provide tutoring sessions during lunch time, after school, and during summer school to aid students in earning credits. Digital curriculum licenses/ subscriptions and supplies & materials will be provided to support the program. A Credit Recovery Mentor will work with students and communicate with parents/ guardians of students placed in the MS Credit Requirement Program to set goals and monitor progress toward regaining the credits.				
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> </ul>				
Tiered Delivery System - Extended Day / Year Supports (OST) - KHS Lunch Study Program - Cert. Teachers stipends for hourly rate/fringes to provide Lunch Study tutoring and supports for KHS students during lunch periods to complete assignments and assessments as needed. The KHS PBIS interventionist also supports the Lunch Study Program.	Brian Wiskur	06/28/2021	06/30/2024	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Kearsley High School</li> </ul>				
Tiered Delivery System -	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Special Populations - Services for Students in Foster Care - The district Foster Care Liaison, in collaboration with MDHHS, and district staff, will provide resources to support the identified needs of students in foster care.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - PBiS - PBIS / Wellness / School Leadership Team Meetings - Each building with have a PBIS or Wellness Team that meets at least monthly to plan activities, review EWS data (attendance, behavior and course failure) and make adjustments to the implementation of the school PBIS initiatives which provide positive school climates, and positive behavior and intervention supports to increase student time on task and student learning. The building team will complete the tiered fidelity inventory (TFI) at least annually to measure implementation progress and monitor and adjust the building PBiS plan. The building PBIS/Wellness Team will communicate implementation progress with the District MTSS Team subcommittee of the District Continuous	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Improvement Team. The Kearsley MTSS Coaches and GISD MTSS Specialist will provide support for building teams.				
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> <li>Dowdall Elementary School</li> <li>Fiedler Elementary School</li> <li>Kearsley High School</li> <li>Weston Elementary School</li> </ul>				
Tiered Delivery System - Tier 3 - Elem. Certified Teacher Interventionists - salary/benefits for approp. cert & experienced Elementary Teachers to provide intense targeted K-1, 2-3, 4-5 interventions (such as LLI) based on data, supervise paras in implementing interventions, monitor and facilitate continued use of data to provide targeted interventions and progress monitoring. Intervention teacher will participate in professional development to build capacity for providing Tier 3 level services.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Dowdall Elementary School</li> <li>Fiedler Elementary School</li> <li>Weston Elementary School</li> </ul>				
Tiered Delivery System - PBiS - PBiS Training for Staff -The SLTs with the Wellness/PBiS team will plan and develop training in the building PBiS	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
implementation plan for new teachers and identify professional development needs for all staff in implementing PBiS. Registration fees and staff stipends if outside scheduled work hours will be provided for approved and necessary trainings. Approved training includes restorative practices, trauma sensitive, equitable, and culturally responsive practices and teaching the Whole Child including Social-Emotional skills in the classroom such as TRAILS and Suite 360.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - Tier 3 - Reading Recovery Ongoing Training - for previously RR trained K-1 Teachers: High quality, evidence-based tiered literacy intervention professional development and materials to enable K-1 teachers to provide highly effective responsive classroom literacy instruction and high-quality, evidence-based supports for students who qualify based on identification criteria	Sarah Wood	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> • Weston Elementary School				
Tiered Delivery System - KHS Credit Recovery - within the school day -	Brian Wiskur	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Approp. cert high school teachers use digital curriculum materials (Edgenuity) and customize courses to align with district curriculum/content, provide instruction and allow for self-paced courses for students who have failed to earn credit and provide another opportunity to earn credit for required courses.				
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Kearsley High School</li> </ul>				
Tiered Delivery System - PBiS - MTSS Behavior / PBiS Tier 1 - All staff will implement schoolwide PBiS Tier 1 supports by modeling and teaching Behavior Expectations based on the building Behavior Matrix to students, acknowledging positive behavior through use of BCode Cards or Moore Money, participating in the Student of the Month initiatives, sending KUDOs postcards and using a 4:1 positive to negative ratio of interactions with students, families and staff. Teachers will utilize classroom PBIS strategies to provide a positive and engaging classroom climate and culture. Teachers will deliver lessons identified by the SLT aligned to district goals to model and teach social emotional behavioral	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
skills (Suite 360), mindfulness, wellness skills, positive character traits (P2 or Motivational Mondays) or inclusivity. Restorative Practices such as affective language, classroom meetings/ circles, and / or restorative conversations may be used to support a growth mindset and inclusive classroom culture. K-5 counselors will deliver guidance lessons aligned with CASELs 5 SEL competencies and TRAILS. Professional learning opportunities will be provided to staff and Supplies and Materials will be purchased to support implementation of PBiS and the building acknowledgement system including academic based incentives/prizes, postage, professionally printed postcards, and / or access to online materials/lessons. Implementation data will be collected for the PBiS Tier 1 initiatives.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tiered Delivery System - KVA - Alternative High School - Alt ED Kearsley Virtual Academy (KVA) for high school students who are 6 credits behind and beginning their 3rd year in high school (16 years old)	Matt Moore	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
offers an 18 credit diploma (vs 22 at KHS) through self-paced virtual instruction using customized digital curriculum (Edgenuity course materials aligned to district curriculum) and Kearsley approp. cert. high school teachers. A KVA mentor and KVA Special Ed Advisor (beyond IEP required supports) will collaborate with KVA teachers and administrator to support student attendance/student work completion and communicate with students, parents, teachers and administrator to promote course completion.				
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Kearsley Virtual Academy</li> </ul>				
Tiered Delivery System - PBiS - PBiS Tier 1/2 Interventions - Hourly rate/ fringes for PBiS Interventionists to provide evidence-based behavior interventions before, after, at lunch or during the school day such as CICO, Sensory Breaks, Mentoring, Organizational Skills, Attendance Interventions; Data will be collected and reviewed at least 4 times / year. Training will be provided and Supplies and Materials will be purchased to support intervention	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
planning, implementation and student academic based incentives.				
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Armstrong Middle School</li> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Kearsley High School</li> <li>• Weston Elementary School</li> </ul>				
Tiered Delivery System - Services for students with disabilities -Literacy Interventions and special services will be provided for students with disabilities using a range of supports based on a least restrictive environment determination by special education and general education teachers and paraprofessionals. Special needs services and programs include teacher consultant support, general education/inclusion classroom, resource classroom, self-contained classroom and/or paraprofessional support. Special education staff will be provided with training to deliver specialized instruction based on students' IEP goals and the science of reading. Administrators, special education director and MTSS Coach will build teacher capacity with the coteaching / inclusion model in order to provide professional learning and	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
support to general education and special education teachers.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Selection and Implementation - Process for selecting and deselecting MTSS Tier 1, 2, 3 instructional practices, intervention and supports - The annual completion of program evaluation by School Leadership Teams includes reviewing and adjusting the integrated MTSS Framework at each building which includes a tiered delivery of services. Alignment tools will be identified to use to ensure instructional practices, interventions and supports are aligned. The MTSS Coach and building leadership team reviews this annually to ensure each Tier is in alignment with the others. The process for ensuring alignment between Tiers will be reviewed annually and updated based on state and federal requirements and guidance.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Selection and Implementation - Process for aligning MTSS Tier 1, 2 and 3 instructional practices, interventions, and supports - The annual completion of program	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
evaluation by School Leadership Teams includes reviewing and adjusting the integrated MTSS Framework at each building which includes a tiered delivery of services. Alignment tools will be identified to use to ensure instructional practices, interventions and supports are aligned. The MTSS Coach and building leadership team reviews this annually to ensure each Tier is in alignment with the others. The process for ensuring alignment between Tiers will be reviewed annually and updated based on state and federal requirements and guidance.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Selection and Implementation - Engaging with stakeholders for selection and alignment process - The district team engages families and community members, in a variety of ways, to obtain input and feedback throughout the selection and alignment process. The district collects perception survey data annually from parents, staff and students and uses the results during the continuous improvement process. Family events also provide	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
opportunities for feedback from parents. Parents of students with Tier 2 and 3 interventions are notified and communications are two-way between the parent and the teacher. The Student Support Team (PST/SAT/Child Study) process includes parents when identifying individualized student supports. PTO/PACs are another opportunity to engage parents in decisionmaking and parent representatives are invited to participate in the DCIT meetings as well as School End of Year / Annual CI Reviews.				
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Selection and Implementation - Allocating resources for equitable access - The district has a written process for allocating resources (professional learning, coaching, materials, time and space necessary to implement instructional practices, interventions and supports with fidelity) equitably across schools based on the identified needs of students and staff at each school.. The continuous improvement process, including assessing needs, program evaluation, program	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
planning template, PD planning template, parent engagement planning template, and purchase request template and process are internal controls that ensure resources are allocated equitably and in compliance with fund sources.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Continuous Data-Based Decision Making - Professional Learning - The MTSS Coaches, DCIT and SLTs will provide professional learning and support to instructional staff on how to use data to determine the effectiveness of the MTSS districtwide and building level system twice a year during the CI mid-year and end-of-year reviews and evaluate professional learning needs annually. The PLCs at Work processes, procedures and protocols for analyzing grade, teacher and student level data for improving learning and instructional practices are being developed using resources from Solution Tree and the MiMTSS Tech Center.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Comprehensive Screening - Assessment System - The District and Building School Improvement Teams used the hexagon tool or the use	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
of similar questions which serve to evaluate different program options for the first time during the 2020-2021 school year. The use of the hexagon tool or answering similar questions will be embedded in the district continuous improvement and MTSS decision making process.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Continuous Data-Based Decision Making - PLCs, grade level teams, content-area teams and / or communities of practice such as FAME Teams: Administrators, curriculum and coach staff will explore and identify resources and provide training for District and School Leaders on facilitating collaborative decision-making and continuous improvement through a variety strategies such as PLCs, SMART Goals, data analysis/ dialogues, meeting mechanics, Inquiry Cycles, action research, Instructional Rounds, Learning Walks, Walk Throughs and Linking Walks to support the district and school continuous improvement goals. Supplies and materials will be purchased to support professional learning sessions and	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
stipends paid for required PD outside of the contracted work hours.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Comprehensive Screening - Assessment System - Professional learning for administering and using state and local summative, interim, benchmark, diagnostic and progress monitoring assessments will be planned and provided through DPPD, and staff meeting training sessions and / or training sessions at the GISD or purchased through the assessment vendor along with instructional coaches, test coordinators and FAME coaches as needed. Training with assessments included in each school's Balanced Assessment System may focus on MLPP, ESGI, DRA3, Heggerty Phonemic Awareness Assessments, STAR 360/CBM, Benchmark Online Assessment/ORR, or the Synergy Assessment Module. Teachers administering the State Assessments are provided training prior to the testing window. STAR administration protocols and manuals are provided at the beginning of each of the testing windows. Training on using the	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
formative assessment cycle is provided by district FAME trained coaches. The MTSS Coaches will also facilitate training for Interventionists on assessments used for progress monitoring. Assessment licenses, materials and supplies will be purchased to support professional learning, administration and use of district approved assessments and assessment processes and data analysis.				
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Continuous Data-Based Decision Making - Tier 1 & 2 Decision Making: School level teams such as Grade level teams, PLC Collaborative Teams, Data Teams will meet regularly (at least 4 times per year) to review attendance, behavior, and achievement data along with MTSS progress monitoring data to make Tier 1, 2 and 3 academic and behavior selection decisions. Schools will attempt to secure subs as needed and available for data meetings during the school day. Stipends for paraprofessional interventionists will be paid for training and collaboration outside of the school day, up to 8 hours	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
per semester, to allow analysis of progress monitoring data and instructional adjustments across all 3 tiers.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Comprehensive Screening - Assessment System - Guidance for teachers on assessments annually - District curriculum staff, building administrators and school leadership teams collaborate to update the district assessment calendar annually, create pacing guides with common assessments for courses, and review expectations for common grading and reporting practices at each level (gradebooks and report cards) and develop a Balanced Assessment System to support the MTSS Framework to provide guidance to teachers on assessments annually. AMS & KHS Teachers will be provided with guidance from the School Leadership Teams on best practices for preparing students for College Board and MME assessments and supplementary SAT prep opportunities will be provided before, during or after school for students in grade 11.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Continuous Data-Based Decision Making -Tier 3 Decision-Making: The District MTSS Team, a subcommittee of the DCIT will review district wide processes and procedures for Tier 3 decision making. Each SLT will appoint a Multi-Disciplinary - Student Support Team (SST) at each building who will meet regularly at least 4 times per year to review Tier 2 and 3 data and as needed based on staff or parent referral. Common processes and procedures will be developed by the District MTSS Team during the 2023-2024 school year.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Comprehensive Screening - Assessment System - District process for schools to ensure learners and families are informed about assessments. ynergy Gradebooks which include assessment grades are updated and may be viewed regularly through Parentvue, Studentvue. Elementary teachers provide parents with unit assessment grades through student take-home folders. Individual student STAR scores and State Summative Assessment (SAT, PSAT, MSTEP) scores	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
are provided to parents. Each school publishes a parent newsletter which includes assessment information and parent - teacher conferences are used to discuss assessments.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Comprehensive Screening - Assessment System - The district team has developed a written process, that is consistently used over time, for monitoring the fidelity of implementation, The DCIT will develop a process for monitoring the fidelity of implementation for MTSS initiatives, programs, interventions which includes the names of the fidelity tools (such as the TFI, CICO checklist or R-TFI) and provide a schedule for when fidelity data will be collected and analyzed to inform the continuous improvement process. School Leadership Teams will be responsible for assessing fidelity and communicating fidelity results to the DCIT as part of the District Continuous Improvement Process.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Comprehensive Screening - Assessment System- The MTSS Coaches and the district Data Analyst will build capacity of teachers,	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
interventionist staff, and the SLTs for using the Synergy and Edplan MTSS Platforms (student data warehouse, early warning system (EWS), student MTSS plan documentation & monitoring (including required IRIPs and meetings for K-3 students with reading deficiencies). Technology platforms/ systems (such as Edplan, Synergy, STAR 360, Eidex, ESGI in K-1 ) will be used to facilitate efficiency in data collection, analysis, use of data in instructional decision-making and documentation/tracking of interventions/intervention plans (including IRIPs, Tier 2 & 3 interventions such as LLI, RISE, CAFE, EBLI, Attendance, CICO, Behavior Contracts, PBIS), and communication with parents/progress reports.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Continuous Data-Based Decision Making - Measuring Effectiveness of MTSS, Universal Screening, and Progress Monitoring: STAR Reading or Early Literacy and Math Assessment Data are collected at least 3 times a year and reviewed by the DCIT and SLTs to determine the effectiveness of the district MTSS system and	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>identify the needs and progress of all learners with special consideration for the progress and needs of historically underserved special populations/student subgroups including: economically disadvantaged, students with disabilities, English Learners, Homeless, Foster Care, At-Risk, and race or ethnicity. The STAR data, as well as other reliable and valid assessments are used at the school level at least 2 times a year to assign and flex students in and out of interventions as needed. SLTs present STAR and other student outcome data including subgroup data to the DCIT during Mid-year and End-of-Year Reviews as components of the district school improvement process to determine the effectiveness school and districtwide systems.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Armstrong Middle School</li> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Kearsley High School</li> <li>• Weston Elementary School</li> </ul>				
Continuous Data-Based Decision Making - District and school staff are trained in using the district data collection and storage system which includes effective use of the student	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
information system, Synergy SIS and Synergy Assessment and MTSS Modules, Edplan, Star 360 and Eidex for a variety of data including: demographic, enrollment, student needs and programs, attendance, discipline, gradebook, assessment and MTSS data. The DCIT and SLTs collect and analyze academic and non-academic whole child data including state and local student assessment data, district and school systems data and perception data to assess the needs of the whole child and determine impact of current programming and initiatives as an essential component of the district continuous improvement process.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Continuous Data-Based Decision Making - Effective Continuous Improvement Process: The District Continuous Improvement Team will follow the new MDE continuous improvement process, MICIP, and will update the district school improvement process and procedures to align with state and federal guidance for the continuous improvement process. The	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
District CI Team and School Leadership Teams meet at least monthly, and Content-Area, Elective/Specials, Wellness/PBiS, PLC collaborative teams, or Grade Level Teams meet at least twice each month throughout the school year to implement the district and school continuous improvement plans.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Continuous Data-Based Decision Making - Communication Plan for MTSS: Principals include continuous improvement initiatives in the parent newsletters, PTO/PAC meetings, and Title I Annual Meeting. The district and school continuous improvement plans are communicated with teachers during staff meetings/PD. Board of Education members are invited to the DCIT meetings and have access to the district continuous improvement plan.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Family Engagement Family Engagement Liaison Family Engagement Liaisons at each elem/ms Title I building, under the direction of the Principal, will support and implement the school Title I Family Engagement Plan including	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
facilitating parent training sessions, providing resources, coordinating the family events and engaging in effective and supportive family communications which includes regular contacts with families via phone, text, email, mailing, and home visits to offer support and resources.				
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Armstrong Middle School</li> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
Family Engagement - Parent Training - Parent Training Sessions will be offered at each building to develop positive relationships and equip families with resources, strategies and tools to support their student at home for school success. These sessions are planned and implemented by the Family Engagement Liaison, School Leadership Team, Counselors, Career Advisor and / or Social Workers based on identified needs or and family interest surveys. Go Bags / Take-home learning activities, reading lending libraries/ programs, Curriculum Nights/brochures, and KHS/KVA Parent /Family Information Forums - FAFSA Night are also	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
provided as parent training efforts. Events will be offered at various times and modes to meet families' needs--ex. 2 virtual, 2 in person. Supplies and Materials will be purchased to support parent training sessions and activities such as academic based incentives and snacks and beverages or a meal if during normal meal hours will be provided / available for in person events. District staff will provide childcare as needed during parent training sessions.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Family Engagement - Events with staff, students and families - Family Events and Home-School Learning Activities (such as Reading Month Activities, Math Nights, STEAM Events, One Book, One School and Author Visits, Summer Learning Kick-off, Kindergarten Readiness Event, Family Back-to-School Event, Wellness Fair) will be conducted during each school year at each of the Title I Schoolwide Buildings to promote home-school connections and provide fun academic based activities. Snacks, beverage, books for students, materials, supplies for activities,	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
academic incentives for attending will be provided. Meals will be provided if events are scheduled during normal meal hours.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Armstrong Middle School</li> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
Family Engagement - Parent/Guardian/Student Shared Decision-making: School Leaders and certified staff will provide opportunities to parent/guardians for shared decision-making using a variety of methods such as the Title I Annual Parent Meeting, PTO/Parent Advisory Committee meetings, IEP/504 Team meetings, Student Support Team process, Parent-Teacher Conferences, and parent surveys. School Leaders will also identify at least one parent representative to attend building and district level continuous improvement meetings. The Student, Parent and Teacher Compact will be updated based on input from teachers, students and parents and shared annually.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Family Engagement - Parent/Guardian	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Communication & Involvement - Teachers and School Leaders will communicate regularly with parents and provide opportunities for parent involvement through annual Open Houses, email, frequently updated gradebook, phone calls, MTSS intervention notifications, At Home Reading Plans, positive postcards, classroom or school volunteering programs, classroom presentations, career days, summer reading events, parent newsletters, district and school website/pages and social media posts, curriculum and programming brochures/ information and the Kearsley Community Connection. All certified staff will communicate with parents regarding their child's academic and behavioral progress at contracted conference times and will connect at other times via phone, email, or face to face.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Career Awareness, Exploration and Development - Career Information, Exposure and Experiences - Secondary Strategy: Counselors and knowledgeable designated	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>staff will work with all secondary students to complete a quality Educational Development Plan (EDP) as required by law which will be reviewed and updated annually, In addition KHS will continue to implement a Career Development Plan that includes: Employability Skills are taught in CTE courses, leadership course, &amp; attendance mentoring, Structured On the Job Training - apprenticeships, internships combined with classroom instruction, Day on the Job, Co-Op, Career Information Resources &amp; Experiences - Career Fairs, Job Shadowing, Speakers, Mock Interviews, Workplace Tours, Tech Prep Tours, Competitions, Student Leadership Organizations, EDP Review and Career Counseling, Grade 12 Career Preparation- Senior Exit Presentation, resume, letter of reference, school record, and talent portfolio; Staff to support and coordinate College and Career Readiness Activities: Career Center Facilitator and MCAN College Adviser.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Armstrong Middle School</li> <li>• Kearsley High School</li> <li>• Kearsley Virtual Academy</li> </ul>				
Career Awareness,	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Exploration and Development -Career Awareness - Staff will provide a variety of age appropriate career awareness opportunities and activities to ensure students make connections to the world of work, considering their interest and aptitudes. Activities may include Career Fairs/ Speakers/Classroom or School Visits, Career Counseling, Field Trips, use of XELLO. In addition, Teachers will be provided with professional learning in Basic Employability Skills and the Michigan Career Development Model in order to deliver appropriate activities and experiences to students. And Staff will provide opportunities for parents and families to learn about and / or participate in student career awareness activities. This could include: Student led conferences, Career Night, Speakers on Career Paths & Preparation, Employability Skill-Building.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
Tiered Delivery System - Tier 2/3 - MS/HS Literacy & Math Daytime Tutors - Retired Teacher Tutors -	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Hourly wages/benefits for approp. cert. retired teachers to provide daytime tutoring focused on disciplinary literacy - reading, writing and / or math skills at AMS and KHS for identified students who are performing below grade level based on STAR Reading & Math scores, course grades, or other curriculum-based assessment scores.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> <li>Kearsley High School</li> </ul>				

## (2/4): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

**Owner:** Jane Fonger

**Start Date:** 06/28/2021

**Due Date:** 06/30/2027

**Summary:** A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

### Buildings

- Armstrong Middle School
- Kearsley High School
- Kearsley Virtual Academy

**Total Budget:** \$2,000,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- Local Donations / Fundraising (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

### Communication:

#### Method

- Presentations
- Brochure
- Parent Newsletter

#### Audience

- Educators
- Staff
- Parents

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Systemic Planning and Implementation - Building Leadership - Each School will have a Leadership Team (SLT) whose members include the principal(s), building CI chair, and grade level/ content area, electives, and wellness CI chairs.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Instructional coaches will support the efforts of the SLT and provide coaching as requested. Stipends will be paid for the chair positions. The SLT meet monthly to review implementation progress and impact data (student outcomes and teacher practices) to monitor and adjust the school's approved Literacy Essential Practices Implementation Plan, aligned to the District MICIP Literacy Goal Plan. SLTs will communicate the building Literacy Essentials implementation plan to building staff and stakeholders and the District Continuous Improvement Team.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning and Coaching - School Leaders - Capacity Building - SLTs will spend time building their capacity around the Literacy Essentials & SOR or their school and create a plan to assess the needs among teachers and administrators and identify levers for change. Resources will be identified and secured such as professional books, state or county level synchronous or asynchronous workshops/ trainings/webinars, videos, articles. Team members	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
will devote time during and outside of the SLT monthly meeting to review and reflect on the identified shared resources. The SLT will work with classroom teachers to determine the level of implementation for each of the corresponding Literacy Essentials from GELN for that grade level and collect data through meeting notes or surveys to inform the School Implementation Plan.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning Communities and Collaborative Inquiry Cycles - PLCs at Work - Collaborative teams (grade level, content, cross-content) will engage in collaborative inquiry cycles related to MTSS and Literacy Essentials during bi-monthly meetings.	Jane Fonger	01/03/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning and Coaching - Conferences/ Workshops on Essential Practices in Literacy - District Admin and Teacher Leaders will participate in professional learning at the state and county level including conferences, meetings, workshops/ training sessions to stay current with best practices for Literacy Instruction through state and county	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
organizations such as the GISD, MAISA, GELN, MAC/FAME, MASSP, MDE, MACUL, MRA, MIWLA, MCTM, MCSS, MSTA, GFEC. District and School leaders and teachers will deepen their understanding of the science of reading in a variety of ways such as LETRS training, Book Studies, podcasts and review of the MDE Dyslexia Guidance.				
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Professional Learning and Coaching - Instructional Coaches -District Instructional Coaches will support and lead professional learning experiences for implementing the Literacy Essentials, collaborative teams (PLCs), MTSS and instructional practices aligned with the 5D+ rubric with a focus on student outcomes and teacher instructional practices. The instructional coaches will also serve as a member of the DCIT and support the SLTs as needed and will update the teams on coaching initiatives along with provide a self-assessment bi-annually based on Coaching Standards. Instructional coaches also have a K-12 focus either on curriculum,	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
MTSS, or technology.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Rounds - Conduct Instructional Rounds / Linking Walks- School Leaders will engage in monthly instructional rounds, walk throughs or Linking Walks to observe literacy practices in the school to collect data and identify areas of celebration and growth related to the School Literacy Essential Practices Implementation Plan. The DCIT and SLTs will build their capacity with instructional rounds, learning walks and linking walks to better understand teaching and learning in schools in order to improve learning at scale and create a data picture of what has been seen in literacy teaching and learning practices throughout the school. Professional Learning materials and supplies will be identified and purchased to support leader capacity building for these structures.	Jane Fonger	01/03/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Armstrong Middle School</li> <li>• Kearsley High School</li> </ul>				
Professional Learning and Coaching - PD for Instructional Coaches - Instructional Coaches will engage in professional learning to increase their	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
capacity for student-centered and teacher-centered coaching, facilitating meetings, and supporting the adult learner. Professional learning costs, supplies and materials will be funded to support professional learning. GELN Literacy Essentials resources will be explored and utilized to support professional learning experiences along with science of reading guidance.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Rounds - District and School Leader PD for instructional rounds - ongoing - year 3-6 - The DCIT and SLTs will assess the current capacity of district and school leaders for conducting instructional rounds / linking walks to provide targeted professional learning and support as needed.	Jane Fonger	06/01/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> <li>Kearsley High School</li> </ul>				
Professional Learning and Coaching - Introductory PD for Teachers - Teacher Leaders and Instructional Coaches will plan and lead introductory professional learning for teachers about the Literacy Essentials at each school during DPPD, staff meeting training	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
sessions and / or grade level, content-area or PLC meetings. Color copies of the Literacy Essential Practice Guides will be purchased from the GISD for every teacher and district and school leader.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Essentials - targeted activities -SLTs will identify the activities for implementing the Literacy Essential Practices for which the building will focus each year based on the assessment of current practices (R-TFI) and student outcomes and aligned with the District Literacy CI Goal strategies and initiatives including the MDE MTSS Profile and the CEL's 5D+ rubric. The SLTs will develop an action plan for providing professional learning and support, implement specific activities aligned to the Literacy EPs and monitor the fidelity of implementation of the action plan. Common understanding and agreed upon actions for implementing each Essential Practice will be developed, documented and share throughout the 6 year plan. The District will support approved school action plans with available	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
funding and resources when necessary, reasonable and allowable.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Systemic Planning and Implementation - The District Continuous Improvement Team (DCIT) will meet monthly to review progress and monitor fidelity of the district continuous improvement plan and implementation plan for Literacy Essential Practices at each school and / or create a subcommittee to serve as the District Literacy Leadership Team to oversee implementation of Essential Practices, SOR, and monitor R-TFI action plans.. The DCIT will create a communication plan that includes the why, what and how for implementing Literacy Essential Practices at each school and report implementation updates at least annually.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning and Coaching - Ongoing PD for Teachers - School Admin, Teacher Leaders and Instructional Coaches will collaborate to provide targeted professional learning for teachers about the Literacy Essentials at each school during DPPD, staff meeting training	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>sessions and grade level, department or PLC meetings. Other learning modes may include learning walks, linking walks, coaching cycles, informational sessions, reading, or videos. Substitute teachers may be needed for coaching cycles, instructional rounds and/or learning/linking walks.</p>				
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
<p>Literacy Essentials - targeted activities-Balanced Literacy / Workshop Structure aligned with the Disciplinary Literacy Essential Practices/SOR - School Leaders, instructional coaches and the ELA curriculum specialist will provide opportunities for ELA teachers to review and implement all aspects of literacy instruction based on grade level standards, structured and balanced literacy and workshop models in K-12 classrooms to support the Essential Practices and the science of reading - implementation will be measured using peer / coach observations, recordings, walkthrough/ observational data, and / or teacher surveys; New ELA teachers will be trained by the ELA Curriculum Specialist, Instructional</p>	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Coach, Content CI Chair and Mentor Teachers. Professional learning experiences for all ELA teachers may include learning walks/peer observations/mentor teachers/lab classroom visits (subs provided as needed).				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning and Coaching - DPPD, Staff Meetings schedule to ensure ongoing PD - The DCIT and SLTs will create a DPPD and meeting schedule at the beginning of each school year based on identified professional learning needs to support the implementation of the district continuous improvement process along with implement the Literacy Essential Practices Implementation Plan to ensure growth in teacher practices and student outcomes.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Systemic Planning and Implementation-DCIT Data Review Schedule - The DCIT or subcommittee District Literacy Leadership Team will develop a data review schedule which includes both quantitative and qualitative data aligned with the District and School Continuous Improvement	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Plans to identify readiness, evaluate growth, and monitor and adjust the district and school Literacy Essentials Implementation Plan. The R-TFI or ALF (LETRS) will be used to determine implementation status and inform action planning.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Essentials - targeted activities-DL-EP# 2 Abundant Reading / Diverse Texts - MS and HS SLTs will develop a plan to re-engage student readers by promoting an abundance of reading including diverse texts (DL-EP#2) in a variety of ways. Updating KHS ELA Classroom libraries and all AMS classrooms annually to continue to provide high interest and grade / content area appropriate reading materials. Schoolwide reading activities and events (such as Reading Month Activities, One Book, One School, Author Visits) will be implemented annually.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> <li>Kearsley High School</li> </ul>				
Literacy Essentials - targeted activities-DL-EP#8: Ongoing Observation and Assessment with a focus on Formative Assessment - The AMS SLT will build their own capacity with formative	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
assessment in order to provide targeted professional learning and support for school PLCs. The main focus areas will be: the formative assessment cycle and may also include visible thinking, feedback, and student self-assessment. During 23-24 a Team of AMS teachers and administrators will participate in ongoing training sessions through the MAC on best practices for classroom assessment systems. District trained FAME Coaches will also support professional learning opportunities for AMS and KHS. The KHS SLT will provide training for high school teachers on STAR 360 to inform differentiated instruction and how to use evidence of student learning/ formative assessment data in planning for responsive instruction for improved student outcomes.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Systemic Planning and Implementation - DCIT capacity building - The DCIT or a subcommittee, the District Literacy Leadership Team will build the capacity of the district team members to effectively support teaching in implementing the Literacy	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Essentials / SOR at each level. Resources will be identified and purchased such as professional books, state or county level synchronous or asynchronous workshops/ trainings/webinars, videos, articles. Team members will devote time during and outside of the monthly meeting to review and reflect on the identified shared resources.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning Communities and Collaborative Inquiry Cycles - PLCs - grade level, content-area teams, communities of practice - The DCIT will support SLTs to form building-level teams of grade level, content or cross-content teachers and leaders. The DCIT and SLTs will assess current capacity around PLCs and collaborative inquiry cycles to develop a targeted professional learning and support plan.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Systemic Planning and Implementation - Assess readiness, evaluate growth and determine next steps for implementation of the Literacy Essentials - The SLTs will complete self-reflection, screening, notetaking, planning	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
reviews based on the Essential Schoolwide Literacy Practices, SOR, and the R-TFI to determine the schoolwide readiness, implementation status and guide action planning for the systematic and effective practices at the organizational level. The SLTs, with the support of the DCIT, will create schoolwide systems for ensuring implementation of the Literacy Essential Practices Strategy to measure the school's progress and identify barriers. The DCIT will collect implementation data from each SLT at least once a year to monitor and adjust the continuous improvement plan to improve outcomes.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Systemic Planning and Implementation - School Leaders Capacity Building - SLTs will spend time building their capacity around the Literacy Essentials & SOR & R-TFI and create a plan to assess the needs among teachers and administrators and identify levers for change. Resources will be identified and secured such as professional books, state or county level synchronous or asynchronous workshops/	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
trainings/webinars, videos, articles. Team members will devote time during and outside of the SLT monthly meeting to review and reflect on the identified shared resources. The SLT will work with classroom teachers to determine the level of implementation for each of the corresponding Literacy Essentials from GELN for that grade level and collect data through meeting notes or surveys to inform the School Implementation Plan.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Systemic Planning and Implementation - Survey Stakeholders to determine celebrations and areas for growth - During the 2023-2024, DCIT / District Literacy Leadership Team and SLTs will develop and annually survey staff, students and families to identify areas of celebration and areas of need related to Literacy Essentials implementation. Survey results will be utilized as perception data during a comprehensive needs assessment and / or annual program evaluations at the school and district level to adjust the Literacy Goal Continuous Improvement Plan.	Jane Fonger	01/03/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Professional Learning Communities and Collaborative Inquiry Cycles-PLC PD for School Leaders & Instructional Staff-The DCIT will build capacity for School Leaders to support effective communities of practice and collaborative inquiry such as PD for Professional Learning Communities (PLCs).	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning Communities and Collaborative Inquiry Cycles - PLC PD for Teachers & ongoing support - The SLTs will build capacity of teachers to engage in effective PLCs / communities of practice and collaborative inquiry cycles during bimonthly meetings. Ongoing support will be provided as needed to ensure all certified staff can effectively engage in collaborative inquiry cycles. The DCIT and SLTs will survey certified staff to determine areas of celebration and areas of growth and monitor and adjust the implementation and professional learning plans.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Essentials - targeted activities -DL-EP#7 Vocabulary Instruction -The	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
AMS Math and Elective teachers will build their own capacity with instruction practices to implement for intentional efforts to build vocabulary and conceptual knowledge. Collaborative teams will develop professional learning opportunities for the AMS Math and Elective teachers and create and communicate implementation expectations for vocabulary instructional practices and assessment				
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> </ul>				
Literacy Essentials - targeted activities -DL-EP#3: Reading Instruction in each discipline - -The KHS and AMS SLTs will build their own capacity with research based practices for intentional and standards-aligned instruction in disciplinary reading (reading instruction) for grades 6-12 to support disciplinary literacy for each content area/discipline. The KHS/AMS SLT will identify and / or develop professional learning opportunities for secondary (6-12) teachers and create and communicate implementation expectations for reading	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
instruction in each discipline/content area. AMS will focus on before, during and after reading strategies such as 4Ps and PACT.				
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> <li>Kearsley High School</li> </ul>				
Literacy Essentials - targeted activities -DL-EP#1/4: Problem Based and Writing Instruction -The AMS SLT will build their own capacity with problem based instruction with a CER approach that also supports writing instruction across each content area. The AMS SLT will develop professional learning opportunities for AMS teachers and create and communicate implementation expectations for CER.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> </ul>				
Literacy Essentials - targeted activities -DL-EP#7 Vocabulary Instruction -The AMS Math and Elective teachers will build their own capacity with instruction practices to implement for intentional efforts to build vocabulary and conceptual knowledge. Collaborative teams will develop professional learning opportunities for the AMS Math and Elective teachers	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
and create and communicate implementation expectations for vocabulary instructional practices and assessment				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> </ul>				

### (3/4): Literacy Essentials

**Owner:** Jane Fonger

**Start Date:** 06/28/2021

**Due Date:** 06/30/2027

**Summary:** All of us want children throughout Michigan to be successful. An important part of student success centers around proficiency in reading. That's why a group of education experts developed new approaches for teachers to use in the classroom.

Literacy Essentials are free documents designed for Michigan educators to improve childhood literacy development. The Literacy Essentials provide research-proven, effective approaches to markedly improve literacy skills among Michigan's youngest students.

Using the Literacy Essentials with every child, in every classroom, every day will help improve literacy among our youngest learners.

#### Buildings

- Dowdall Elementary School
- Fiedler Elementary School
- Weston Elementary School

**Total Budget:** \$2,000,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- Local Donations / Fundraising (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

#### Communication:

##### Method

- Other
- Presentations
- Brochure
- Parent Newsletter
- Social Media

##### Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

#### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Systemic Planning and Implementation - Building Leadership - Literacy Essentials Implementation Teams - meet monthly - Each School will have a Leadership Team (SLT)	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>whose members include the principal(s), building CI chair, and grade level/ content area, electives, and wellness CI chairs. Instructional coaches will support the efforts of the SLT and provide coaching as requested. Stipends will be paid for the chair positions. The SLT meet monthly to review implementation progress and impact data (student outcomes and teacher practices) to monitor and adjust the school's approved Literacy Essential Practices Implementation Plan, aligned to the District MICIP Literacy Goal Plan. SLTs will communicate the building Literacy Essentials implementation plan to building staff and stakeholders and the District Continuous Improvement Team.</p>				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
<p>Systemic Planning and Implementation - District Continuous Improvement Team (DCIT) / District Literacy Leadership Implementation Team-meet monthly -The District Continuous Improvement Team (DCIT) will meet monthly to review progress and monitor fidelity of the district continuous improvement plan and</p>	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
implementation plan for Literacy Essential Practices at each school and / or create a subcommittee to serve as the District Literacy Leadership Team to oversee implementation of Essential Practices, SOR, and monitor R-TFI action plans.. The DCIT will create a communication plan that includes the why, what and how for implementing Literacy Essential Practices at each school and report implementation updates at least annually.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning and Coaching - Introductory PD for Teachers - Teacher Leaders and Instructional Coaches will plan and lead introductory professional learning for teachers about the Literacy Essentials at each school during DPPD, staff meeting training sessions and / or grade level, department or PLC meetings. Color copies of the Literacy Essential Practice Guides will be purchased from the GISD for every teacher and district and school leader.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Rounds - Conduct Instructional Rounds / Linking Walks - School Leaders will engage in monthly instructional	Jane Fonger	06/30/2023	06/28/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
rounds, walk throughs or Linking Walks to observe literacy practices in the school to collect data and identify areas of celebration and growth related to the School Literacy Essential Practices Implementation Plan. The DCIT and SLTs will build their capacity with instructional rounds, learning walks and linking walks to better understand teaching and learning in schools in order to improve learning at scale and create a data picture of what has been seen in literacy teaching and learning practices throughout the school. Professional Learning materials and supplies will be identified and purchased to support leader capacity building for these structures.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning and Coaching - Ongoing PD for Teachers - School Admin, Teacher Leaders and Instructional Coaches will collaborate to provide targeted professional learning for teachers about the Literacy Essentials at each school during DPPD, staff meeting training sessions and grade level, content area or PLC meetings. Other learning modes may include learning	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
walks, instructional rounds, linking walks, coaching cycles, informational sessions, reading, or videos. Substitute teachers may be needed for coaching cycles, instructional rounds, leaning walks and / or linking walks.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Systemic Planning and Implementation - DCIT Data Review Schedule - The DCIT or subcommittee District Literacy Leadership Team will develop a data review schedule which includes both quantitative and qualitative data aligned with the District and School Continuous Improvement Plans to identify readiness, evaluate growth, and monitor and adjust the district and school Literacy Essentials Implementation Plan. The R-TFI or ALF (LETRS) will be used to determine implementation status and inform action planning.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning and Coaching - DPPD, Staff Meetings schedule to ensure ongoing PD - The DCIT and SLTs will create a DPPD and meeting schedule at the beginning of each school year based on identified professional	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
learning needs to support the implementation of the district continuous improvement process along with implement the Literacy Essential Practices Implementation Plan to ensure growth in teacher practices and student outcomes.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Essentials - targeted activities - School Level Literacy EP action plans and Targeted PD and PLC work for Building Literacy Essential Focus - SLTs will identify the activities for implementing the Literacy Essential Practices for which the building will focus each year based on the assessment of current practices, R-TFI and student outcomes and aligned with the District Literacy CI Goal strategies and initiatives including the MDE MTSS Profile and the CEL's 5D+ rubric. The SLTs will develop an action plan for providing professional learning and support, implement specific activities aligned to the Literacy EPs and monitor the fidelity of implementation of the action plan. Common understanding and agreed upon actions for implementing each	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Essential Practice will be developed, documented and share throughout the 6 year plan. The District will support approved school action plans with available funding and resources when necessary, reasonable and allowable.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning Communities and Collaborative Inquiry Cycles - PLCs - grade level, department, communities of practice - The DCIT will support SLTs to form building-level teams of grade level, content or cross-content teachers and leaders. The DCIT and SLTs will assess current capacity around PLCs and collaborative inquiry cycles based on the PLCs at Work process to develop a targeted professional learning and support plan.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Systemic Planning and Implementation - DCIT - capacity building - The DCIT or a subcommittee, the District Literacy Leadership Team will build the capacity of the district team members to effectively support teaching in implementing the Literacy Essentials / SOR at each level. Resources will be identified and purchased	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
such as professional books, state or county level synchronous or asynchronous workshops/trainings/webinars, videos, articles. Team members will devote time during and outside of the monthly meeting to review and reflect on the identified shared resources.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Systemic Planning and Implementation - Assess readiness, evaluate growth and determine next steps for implementation of the Literacy Essentials - The SLTs will complete self-reflection, screening, notetaking, planning reviews based on the Essential Schoolwide Literacy Practices, SOR, and the R-TFI to determine the schoolwide readiness, implementation status and guide action planning for the systematic and effective practices at the organizational level. The SLTs, with the support of the DCIT, will create schoolwide systems for ensuring implementation of the Literacy Essential Practices Strategy to measure the school's progress and identify barriers. The DCIT will collect implementation data from each SLT at least once	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
a year to monitor and adjust the continuous improvement plan to improve outcomes.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning Communities and Collaborative Inquiry Cycles - PLC PD for School Leaders and instructional staff - The DCIT will build capacity for School Leaders to support effective collaborative teams and collaborative inquiry such as PD for Professional Learning Communities - PLCs at Work.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning Communities and Collaborative Inquiry Cycles - PLC PD for Teachers & ongoing support - The SLTs will build capacity of teachers to engage in effective PLCs / Collaborative Teams and collaborative inquiry cycles during bimonthly meetings. Ongoing support will be provided as needed to ensure all certified staff can effectively engage in collaborative inquiry cycles. The DCIT and SLTs will survey certified staff to determine areas of celebration and areas of growth and monitor and adjust the implementation and professional learning	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
plans.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Systemic Planning and Implementation - School Leaders - Capacity Building - SLTs will spend time building their capacity around the Literacy Essentials & SOR & R-TFI and create a plan to assess the needs among teachers and administrators and identify levers for change. Resources will be identified and secured such as professional books, state or county level synchronous or asynchronous workshops/ trainings/webinars, videos, articles. Team members will devote time during and outside of the SLT monthly meeting to review and reflect on the identified shared resources. The SLT will work with classroom teachers to determine the level of implementation for each of the corresponding Literacy Essentials from GELN for that grade level and collect data through meeting notes or surveys to inform the School Implementation Plan.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning Communities and Collaborative Inquiry Cycles -PLCs at Work - Collaborative teams (grade level, content, cross-	Jane Fonger	01/04/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
content) will engage in collaborative inquiry cycles related to MTSS and Literacy Essentials during bi-monthly meetings.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Systemic Planning and Implementation - Survey Stakeholders to determine celebrations and areas for growth - During the 2023-2024, DCIT / District Literacy Leadership Team and SLTs will develop and annually survey staff, students and families to identify areas of celebration and areas of need related to Literacy Essentials implementation. Survey results will be utilized as perception data during a comprehensive needs assessment and / or annual program evaluations at the school and district level to adjust the Literacy Goal Continuous Improvement Plan.	Jane Fonger	01/03/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Essentials - targeted activities - K-5: EP-EL#10: Collaboration with families in promoting literacy - During and beyond the school year, implement building-wide take-home reading to involve families in their child's education. Teachers and instructional paraprofessionals, as well as Family Engagement	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Liaison will support the plan through provision of take home materials and literacy-related parent education materials.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning and Coaching - School Leaders - Capacity Building - District and School Leaders and Instructional Coaches will engage in professional learning to build their capacity around the Literacy Essentials for their grade levels. Professional resources such as books, webinars, workshops, conferences will be identified by the DCIT and SLTs to support this professional learning and build leader capacity around the Literacy Essentials. GELN resources will be explored first along with county and state level professional learning offered.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Essentials - targeted activities - K-5 EP#3 - Small group instruction, using a variety of grouping strategies; The School Leadership Teams with the support of the MTSS Coach will explore resources and plan and provide PD for teachers & paras on EP# 3: Small group instruction, using a	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development (oral language, print concepts, phonological and phonemic awareness, phonics, fluency skills, comprehension, spelling and writing.) Small group instruction will be implemented in K-5 classrooms at least 4 times per week. Use of GLEN EP resources, IES practice guides and science of reading PD/book studies will support implementation of the Essential Practices. Materials and supplies will be purchased to support identified instructional practices and PD for small group instruction (EP#3) such as Benchmarks Steps to Advance, center/station student literacy practice activities, purposeful play for K-1, student texts, decodable text, Reading A-Z licenses, EBLI training, UFLI, OG, Rime Magic, Guided Reading, wipe boards, markers, cleaner/erases				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning and Coaching - Conferences/ Workshops on Essential Practices in Literacy -	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
District Admin and Teacher Leaders will participate in professional learning at the state and county level including conferences, meetings, workshops/ training sessions to stay current with best practices for Literacy Instruction through state and county organizations such as the GISD, MAISA, GELN, MAC/ FAME, MASSP, MDE, MACUL, MRA, MIWLA, MCTM, MCSS, MSTA, GFEC. District and School leaders and teachers will deepen their understanding of the science of reading in a variety of ways such as LETRS training, Book Studies, podcasts and review of the MDE Dyslexia Guidance.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning and Coaching - Instructional Coaches - District Instructional Coaches will support and lead professional learning experiences for implementing the Literacy Essentials, collaborative teams (PLCs), MTSS and instructional practices aligned with the 5D+ rubric with a focus on student outcomes and teacher instructional practices. The instructional coaches will also serve as a member of	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
the DCIT and support the SLTs as needed and will update the teams on coaching initiatives along with provide a self-assessment bi-annually based on Coaching Standards. Instructional coaches also have a K-12 focus either on curriculum, MTSS, or technology.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Rounds - District and School Leader PD for instructional rounds - The DCIT and SLTs will assess the current capacity of district and school leaders for conducting instructional rounds / walk throughs / linking walks to provide targeted professional learning and support as needed.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Learning and Coaching - PD for Instructional Coaches - Instructional Coaches will engage in professional learning to increase their capacity for student-centered and teacher-centered coaching, facilitating meetings, and supporting the adult learner. Professional learning costs, supplies and materials will be funded to support professional learning. GELN Literacy Essentials resources will be explored	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
and utilized to support professional learning experiences along with science of reading guidance.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Essentials - targeted activities -4-5 LEP#1: Motivation and engagement - FES School Leadership Team will research and explore strategies to provide professional learning experiences for teachers on Essential Practice 1: Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons. PD may include levels of questioning, student-student discussion/questioning, cooperative learning, student self-reflection/goal setting with learning targets and success criteria, choice and voice. Linking Walks, Instructional Rounds, Walk Throughs and survey data may be collected to determine the level of implementation and impact.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> • Fiedler Elementary School				
Literacy Essentials - targeted activities - K-5 EP#5: Phonics -SLTs and instructional staff will explore, identify and provide	Jane Fonger	06/28/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
professional learning for explicit, systematic instruction in letter-sound relationships / phonics instructional practices and materials in K-3 classrooms. Materials may include OG, UFLI, Rime Magic, Heggerty Phonics, magnetic letters, wipe boards, markers, phonics wall charts, decodable texts. Professional learning for K-5 will include the Six Shifts books, podcasts and / or courses. LETRS and OG will also be offered when funded by MDE.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Essentials - targeted activities - K-5 EP#6: Writing - SLTs and instructional staff will explore, identify and provide professional learning for research- and standards-aligned writing instruction in K-3 classrooms. DK-1 teachers will be trained on implementing Handwriting without Tears lessons using 31a purchased materials and supported by the GISD Flint Water Crisis Team. For 2-3, student resources for writing are requested: Words I Use When I Write notebooks will be purchased and utilized.	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Dowdall Elementary School</li> <li>Weston Elementary School</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
Literacy Essentials - targeted activities - Grades 4-5 LEP#8 - Abundance of Reading - SLTs and instructional staff will continue to support LEP#8 Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom including requesting the purchase of books for classroom libraries at FES	Jane Fonger	06/28/2021	06/30/2024	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Fiedler Elementary School</li> </ul>				

#### (4/4): 23g Expanded Learning Time

**Owner:** Jane Fonger

**Start Date:** 10/23/2023

**Due Date:** 06/30/2027

**Summary:** EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

#### **Buildings**

- Armstrong Middle School
- Dowdall Elementary School
- Fiedler Elementary School
- Kearsley High School
- Weston Elementary School

**Total Budget:** \$2,500,000.00

- 21st CCLC (Federal Funds)
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title V Part B (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

#### **Communication:**

Method	Audience
• Other	• Educators
• School Board Meeting	• Staff
• Presentations	• School Board
• District Website Update	• Parents
• Parent Newsletter	
• Social Media	

#### **Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
AMS Daytime Tutoring - push-in/pull-out tutoring in core content; appropriately certified teacher (retired) to tutor AMS students: 6.5 hours / day X 4 days / week	Jane Fonger	10/23/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
X 29 weeks = average 825.5 hours X 12 positions				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Armstrong Middle School</li> </ul>				
K-5 Daytime Tutoring - certified teacher (retired) tutor to provide push-in/ pull-out tutoring during WIN time; 2 per grade level = 12 positions	Jane Fonger	10/23/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Dowdall Elementary School</li> <li>Fiedler Elementary School</li> <li>Weston Elementary School</li> </ul>				
K-5 Daytime Tutoring - HQ paraprofessional to provide push-in tutoring support to differentiate instruction in Kindergarten classrooms with more than 24 students = 8 paras	Jane Fonger	10/23/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Dowdall Elementary School</li> <li>Fiedler Elementary School</li> <li>Weston Elementary School</li> </ul>				
KHS Daytime Tutoring - push-in/pull-out tutoring in core content 9th & 10th grade; appropriately certified teacher (retired) to tutor KHS students: 6.5 hours / day X 2-5 days / week X 29 weeks = average 825.5 hours X 8 positions	Jane Fonger	10/23/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>Kearsley High School</li> </ul>				
MTSS Coaches 24-25 school year (31a & ESSER 3 for 23-24)- provide training and direction for	Jane Fonger	10/23/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
intervention staff: teacher tutors, HQ paras and summer program plans; and support data reporting				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
3 FTE Certified Teacher Interventionists -salaried EA positions for 2024-2025 - 1 per elementary school to provide support and direction for MTSS Academic Tiered Delivery Systems and parapro staff as well provided intensive 1:1 or small group literacy intervention during the day. (funded with Title I & ESSER 3 for 2023-2024)	Jane Fonger	10/23/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
Director of Curriculum, Assessment and Grants oversees Tutoring and Expanded Learning Time staff, training; monitors implementation and evaluation along with data reporting for 23g as well as other state and federal programs.	Jane Fonger	10/23/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Contract with Community Partner(s) to provide after school and summer programs focused on tutoring and enrichment dependent on student need and internal staff capacity .to provide	Jane Fonger	10/23/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
services in house.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Contract with virtual tutoring company to provide outside of school day tutoring focused on ELA or Math dependent on student needs and internal staff capacity to deliver services on site.	Jane Fonger	10/23/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Summer Learning Program Coordinator under the direction of the Director of Curriculum, Assessment and Grants to coordinate Summer Learning Program and support required data reporting for 23g	Jane Fonger	10/23/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
OST Tutor Program Coordinator position - 1 Certified Teacher with Admin Cert or prior experience with program coordination to coordinate K-5 before & after school tutoring program under the direction of the Director of Curriculum, Assessment and Grants.	Jane Fonger	10/23/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
K-5 Summer Learning Program - staff costs for	Jane Fonger	10/23/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
certified teachers and HQ paraprofessionals to provide summer learning focused on SEL, ELA, math and STEM as well as enrichment activities.				
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
K-5 before or after school tutoring focused on reading foundations: Certified Teachers - up to 1.5 hrs/ day up to 4 days / week X 29 weeks X 31.64 per hour + average 6 hours training = up to 180 hours per teacher X 6 Ts X \$31.64 (1 teacher per grade level) = 209 hours per teacher max provide tutoring at least 2 sessions per week for at least 30 minutes each session	Jane Fonger	10/23/2023	09/30/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
HQ paras to provide tutoring after or before school - at least 2 sessions for at least 30 minutes each	Jane Fonger	10/23/2023	09/30/2025	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				
Bus Transportation for students enrolled in Summer Learning Program and / or After School Tutoring	Jane Fonger	10/23/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> <li>• Dowdall Elementary School</li> <li>• Fiedler Elementary School</li> <li>• Weston Elementary School</li> </ul>				