

Mayfield Improvement Plan 2019-2020

Mayfield Elementary School

Lapeer Community Schools

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Overview

Plan Name

Mayfield Improvement Plan 2019-2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Mayfield Elementary will be proficient in mathematics.	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$0
2	All students at Mayfield Elementary will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
3	All students at Mayfield Elementary will become proficient readers.	Objectives: 2 Strategies: 5 Activities: 18	Academic	\$0
4	All students at Mayfield Elementary will demonstrate positive behavior throughout the school year.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
5	All Mayfield students will become proficient in science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
6	All LCS students will be career and college ready by graduation.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Mayfield Elementary will be proficient in mathematics.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on assessments in Mathematics by 06/24/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State.

Strategy 1:

High-Quality Instruction that is Learner-Centered - (Quality Instruction 2.1-2.2) - Teachers will foster Student Engagement Through Quality Instruction and Deeper Learning Experiences and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Students will be cognitively engaged in instruction using high quality questioning, discussion and Cooperative Learning techniques. Activities and assignments will support exploration of content and purpose of the lesson. Staff will teach problem solving strategies and higher-order thinking concepts through delivery of differentiated mathematics lessons. Staff will assist students in monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including using visual representations in their work. Training, to include coaching, will be provided on student centered learning formats for instruction (Launch, Explore, Summarize and/or 5 E's models in math instruction/workshop models, and Kagan Strategies) and differentiation and feedback based on assessment data

Category: Mathematics

Research Cited: Category: Mathematics

Research Cited: Common Core Standards Initiative. (2019.) Standards for Mathematical Practice. <http://www.corestandards.org/Math/Practice/>

What Works Clearinghouse. Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. (2009). IES: <https://ies.ed.gov/ncee/wwc/PracticeGuide/2>

Sweeney, Diane. (2018). Leading Student-Centered Coaching. Thousand Oaks, CA: Corwin. (p.60)

Costa, Arthur L. and Garmston, Robert J. (2014). Cognitive Coaching. Thinking Collaborative, CA State University, Sacramento, CA. (Cognitive Coaching, www.thinkingcollaborative.com)

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

Staff will utilize peer assisted learning, modeling, questioning, direct instruction and language/vocabulary support to scaffold learning tasks for ELL students. Staff will facilitate peerassisted instructional activities planned in advance and based on material that has been taught. They will teach procedures and routines for working in pairs in advance. Materials and technology to assist students and foster independence will be provided.

Schools: All Schools

Other,

Technology

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Supplemen

tal

Materials,

Academic

Support

Program

Tier 2 Implement 09/04/2012 06/30/2020 \$0 Section

31a,

Section 41

ELL

teacher,

Support

Staff

Measurable Objective 1:

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

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Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY:

Springer. doi:10.1007/978-1-4614-2018-7

Frederick, M. L., Courtney, S., & Caniglia, J. (2014). With a little help from my friends: Scaffolding techniques in problem solving. *Investigations in Mathematics Learning* 2, 7(2), 21–32.

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National Research Council. (2001). "Adding it up: Helping children learn mathematics." J. Kilpatrick, J. Swafford, & B. Findell (Eds.).

Washington,DC: National

Kramarski, B. (2003). "The effects of metacognitive training vs. worked-out examples on students' mathematical reasoning." *British Journal of Educational Psychology*, 73(4), 449-471.

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

Jitendra, A.K., Griffin, C.C., McGoey, K., Gardill, M.C., Bhat, P., & Riley, T. (1998). "Effects of mathematical word problem solving by students at risk or with mild disabilities." *Journal of Educational Research*, 91(6), 345-355.

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

Tier: Tier 1

Tier: Tier 1

Activity - Workshop/Exploration Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue quality instruction to engage students in critical thinking related to math through use of discussion strategies which may include Productive Talk Moves, Number Talks, 5 Practices for Orchestrating Productive Mathematics Discussions and Making Thinking Visible. Supplementary professional development on the previously listed strategies may be offered.	Professional Learning, Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title II Part A, General Fund, Title I Part A	General and Special Education Teachers, Learning Coaches, Principal

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the student-centered coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Coaches have a coach goal focus as identified by building learning coach plans. Within that, the teachers being coached will set up a goal for students that helps them work toward that learning coach plan goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching and/or Student-Centered Coaching model, and Making Thinking Visible strategies. Principals will monitor the impact of coaching.	Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title I Part A, Section 31a, Title II Part A	General and Special Education Teachers, Learning Coaches, Principal
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Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor student mathematical progress through assessments such as district and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 2	Monitor	08/22/2016	06/26/2020	\$0	Title II Part A, Title I Part A, Section 31a	General and Special Education Teachers, Learning Coaches, Principal

Activity - Professional Development on the CCSS 8 Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on the common core state standards 8 mathematical practices. These practices will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, lesson study, conference attendance, and embedded professional development opportunities such as Making Thinking Visible. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title II Part A	General and Special Education Teachers, Learning Coaches, Principal

Activity - Teacher Training on Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A number of teachers will receive professional development in Math Recovery in order to train additional staff and to provide instructional interventions to tier 2 and tier 3 students in math. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 3	Implement	08/22/2016	06/26/2020	\$0	Title I Part A, Section 31a, Title I Part A	General and Special Education teachers, Learning Coaches, Interventionist, Principal
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Strategy 2:

Parent Involvement in Math - All certified staff will support the application of problem solving skills, mental math, and computation strategies through supplies, training, and/or resources in order to deepen parent and student understanding of the link between math concepts and life.

Category: Mathematics

Research Cited: John Van de Walle, "Elementary and Middle School Mathematics: Teaching Developmentally"; National Council of Teachers of Mathematics (NCTM), numerous publications;

J.G. Brooks, M. Brooks, "In Search of Understanding: The Case for Constructivist Classrooms"

Schnee, E. ,Bose, E. (2010). Parents "don't" do nothing: Re-conceptualizing parental null actions as agency. School Community Journal. 20(2). 91-114.

Kliman, M. (2006). Math out of school: Families' math game playing at home. School community journal. 16(2). 69-90.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to intervention (RtI) for elementary and middle schools. National Center for Education Evaluation and Regional Assistance : 1-91.

Tier: Tier 1

Activity - Parent Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited during the school year for a presentation on the constructivist approach to learning mathematics and general discussions on how they can help their child in learning mathematics. This will include any materials necessary to encourage parent participation, and to implement this activity including but not limited to technological resources.	Parent Involvement	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title I Part A	Principal, Learning Coaches, General and Special Education Teachers

Strategy 3:

High-Quality Curriculum, Aligned to State Adopted Standards - (Quality Curriculum 1.3 a and b) - Staff will develop learning outcomes representing high expectations and rigor that are connected to a sequence of learning aligned to state standards (units and lessons). Outcomes will be written in the form of student learning KUD (what students need know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: Mathematics

Research Cited: Category: Mathematics

Research Cited: Tomlinson, Carol Ann. (2014). The Differentiated Classroom. Alexandria, VA: ASCD. (Chapter 5, "Good Curriculum as a Basis of Differentiation," p. 60-79)

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

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

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

Activity - Learning Coach Support to improve student achievement and instruction

Activity

Type

Tier Phase Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

e

Building Principals and Learning Coaches will create studentcentered individualized and group coaching plans that support k-12 teachers in sustaining and extending professional development, which include coach support in the form of data analysis days, coaching cycles, Labs, Lesson Studies, Instructional Rounds/Observation and other coaching practices/collaborative structures.

Administrators will monitor using walk-through data to measure instructional practice transfer of goals.

Schools: All Schools

Professionals

Learning

Tier 1 Implement 08/29/2016 06/30/2020 \$0 Title I Part

A, Section

31a, Title II

Part A

Building

administrat

or, learning

coach staff,

teachers

Activity - Teacher training on applying mathematical practices Activity

Type

Tier Phase Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsibl

e

Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 E model in Alg I, II and Geometry) with teacher facilitating a student centered classroom to include conferring, group work, structures for collaboration, talk, choice, and share (reflection).

Application/instruction on Mathematical practices will be evidenced by walk through documentation and lesson plans.

Schools: All Schools

Professiona

I Learning

Tier 1 Implement 08/29/2016 06/30/2020 \$0 Title I Part

A, Section

31a, Title II

Part A

Building

administrat

ors, math

teachers,
learning
coaches,
special
education

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

Tier: Tier 1

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff may work during collaboration to develop unit KUDs before each unit, where clear outcomes (aligned to standards) for what students will need to Know, Understand, and be able to Do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2016	06/26/2020	\$0	General Fund, Title II Part A	All teaching and administrative staff

Activity - Professional Development on Setting Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff may be provided 1/2 day professional development to support setting of instructional outcomes for unit of study(KUDs) throughout the school year.	Professional Learning	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title II Part A	Teaching Staff, Principal

Strategy 4:

High-Quality Collaborative Processes - (Collaborative Processes 3.1) - Professional development and guidance for implementation of effective professional learning communities: Teachers will utilize formative assessments within collaboration to monitor student learning and provide feedback to students. Students will be aware of the criteria and performance standards by which their work will be evaluated. Teachers will monitor the progress of students (groups and individual) regarding their understanding and make use of the information for next steps in instruction, though the use of student data analysis software to analyze and improve instruction.

Category: Mathematics

Research Cited: Category: Mathematics

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. (2010). Bloomington, IN: Learning By Doing. Solution Tree Press.

What Works Clearinghouse. (2009). Using Student Achievement Data to Support Instructional Decision Making.

IES:<https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

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

Activity - KUD unit development Activity

Type

Tier Phase Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsibl

e

For k-12 math units, develop KUDs aligned to CCSS, as evidenced in lesson plans and units.

Staff will work during collaboration to unpack standards and align unit instruction to KUD (what students will Know, Understand and Do) during and outside the school day.

Teachers demonstrate KUDs in lesson plans, sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods of formative assessment based on KUD development.

Schools: All Schools

Curriculum

Developme

nt

Tier 1 Implement 08/29/2016 06/30/2020 \$0 Title II Part

A, General

Fund

Building

administrat

or, teachers

Activity - Data Days to Plan Differentiation for improving instructional outcomes

Activity

Type

Tier Phase Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsibl

e

Staff will engage in data days 2-3 times each year as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate. This will also include enrichment training and materials necessary to implement AP and Springboard.

Schools: All Schools

Professiona

I Learning,

Materials,

Academic

Support

Program

Tier 2 Implement 07/11/2016 06/30/2020 \$0 Title II Part

A, Section

31a, Title

IV Part A,

Title I Part

A

Building

administrat

ors,

teachers

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

Using Student Achievement Data to Support Instructional Decision Making, IES/What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/practiceguides>

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

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

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

Tier: Tier 1

Tier: Tier 1

Activity - MTSS and supplementary support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.	Professional Learning	Tier 2	Implement	08/22/2016	06/26/2020	\$0	Title I Part A, Title II Part A	Classroom and Special Education Teachers, Learning Coaches, Principal

Activity - Participate in instructional rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate in district and building level instructional rounds. Administrators and teacher leaders will assist teacher teams toward high functioning professional learning communities.	Professional Learning	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title II Part A	Classroom and Special Education Teachers, Learning Coaches, Principal

Activity - Data Analysis and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop the resources and capacities of the building and of individuals. This will also include any materials necessary to implement this activity, including but not limited to technological resources, such as a data warehousing system and support of the data coach.</p>	<p>Teacher Collaboration</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/22/2016</p>	<p>06/26/2020</p>	<p>\$0</p>	<p>Title I Part A, General Fund, Title II Part A</p>	<p>Classroom and Special Education Teachers, Learning Coaches, Principal</p>
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Goal 2: All students at Mayfield Elementary will become proficient writers.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/24/2022 as measured by state assessments where an annual increase using the "Annual Measureable Objective" determined by the State.

Strategy 1:

High-Quality Instruction that is Learner-Centered - (Quality Instruction 2.1-2.2) - Teachers will foster student engagement through quality instruction and deeper learning experiences, and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Training on the effectiveness of increased student engagement in relation to effectively being facilitators of student learning, as evidenced by walk-through documentation and lesson plans aligned to the Danielson model. Training, to include coaching, will be provided on student-centered learning formats, such as essential practices in literacy, workshop model components, cooperative learning (Kagan), and differentiation and feedback based on assessment data.

Category: English/Language Arts

Research Cited: Category: English/Language Arts

Research Cited: Dotson, M., J. Cooperative Learning Structures Can Increase Student Achievement. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Winter 2001. www.KaganOnline.com

Weimer, Maryellen. (2013). Learner-Centered Teaching. San Francisco, CA: Jossey-Bass

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

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

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

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

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

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

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

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

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

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

Measurable Objective 1:

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

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

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

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

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

Tier: Tier 1

Tier: Tier 1

Activity - Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, small groups, supported independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text including Text-Dependent essays, as well as cross-curricular applications at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Materials may include student notebooks, mentor texts, and technology.	Academic Support Program, Technology , Direct Instruction	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title II Part A, Title I Part A	General and Special Education Teachers, Learning Coaches
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Activity - Data Days to Plan Differentiation for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to implement and apply MAISA writing units of study. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Staff will engage in data days 2-3 times each year, as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/24/2015	06/26/2020	\$0	Title II Part A, Title I Part A	General Education and Special Education Teachers, Learning Coach/Interventionist, Principal

Activity - Implement Essential Practices for Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in, and incorporate, essential practices in literacy/writing instruction across the curriculum aligned to the common core (conferences, building/district PD, labs, lesson studies, instructional rounds and coaching). This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title II Part A, Title I Part A	General and Special Education Teachers, Learning Coaches, Principal

Activity - Facilitate student-centered learning aligned to the Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Mayfield Elementary School

<p>Teachers will effectively be facilitators of student-centered learning through Danielson training, ELA conferences, collaborate to unpack units and standards, in rounds, labs, coaching and implementation of evidence instructional rounds, labs, coaching and implementation of evidence-based instructional practices. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction for all students. This will also include any materials necessary to implement this activity and support students, including but not limited to technological resources.</p>	<p>Academic Support Program, Teacher Collaboration, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2016</p>	<p>06/26/2020</p>	<p>\$0</p>	<p>General Fund, Title I Part A, Title II Part A</p>	<p>General and Special Education Teachers, Learning Coaches, Principal</p>
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Strategy 2:

High-Quality Curriculum, Aligned to State Adopted Standards - (Quality Curriculum 1.3 a and b) - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning aligned to state standards (units and lessons). Outcomes will be written in the form of student learning KUD (what students need to be able to know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: English/Language Arts

Research Cited: Category: English/Language Arts

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Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

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Tier: Tier 1

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Mayfield Improvement Plan 2019-2020

Mayfield Elementary School

For k-5 units, develop unit KUDs aligned to CCSS, as evidenced in lesson plans and units. Staff will work during collaboration to unpack standards and align unit instruction to KUD during and outside the school day. Teachers demonstrate KUDs in lesson plans, sharing of learning targets, success criteria and evidence-based instruction. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Academic Support Program, Direct Instruction	Tier 1	Implement	08/01/2016	06/26/2020	\$0	General Fund, Title II Part A	All teaching and administrative staff
Activity - Data Days to Plan Differentiation for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in data days 2-3 times each year, as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate.	Professional Learning	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Other, Title II Part A	Teaching Staff, Principal

Goal 3: All students at Mayfield Elementary will become proficient readers.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State. in English Language Arts by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State..

Strategy 1:

High-Quality Instruction that is Learner-Centered - High-Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.2) - Teachers will foster Student Engagement Through Quality Instruction and Deeper Learning Experiences and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Model. Training, to include coaching, will be provided on student centered learning formats for instruction, such as essential practices in literacy, workshop model components, Cooperative Learning/Kagan Strategies, differentiation and feedback based on assessment data.

Category: English/Language Arts

Research Cited: Category: English/Language Arts

Research Cited: Dotson, M., J. Cooperative Learning Structures Can Increase Student Achievement. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Winter 2001. www.KaganOnline.com

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Measurable Objective 1:

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

2019-20 District Improvement Plan

Lapeer Community Schools

Lapeer Community Schools Page 3

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Mayfield Elementary School

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Tier: Tier 1

Tier: Tier 1

Activity - Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating and using informational text, as well as cross- curricular reading.	Direct Instruction	Tier 1	Monitor	08/22/2016	06/26/2020	\$0	General Fund, Title II Part A	Classroom and Special Education Teachers, Learning Coaches, Principal
Activity - Teacher Training on Guided Reading Model and Strategy Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize Dorn/Richardson Guided Reading model for their guided reading and/or strategy groups during Reading Workshop. Teachers may receive additional professional development and training on these models. Consistency and alignment will exist across grade levels with regard to format, progress monitoring (running records and/or comprehension interviews) and planning for future instruction. This may also include any materials necessary to implement this activity.	Professional Learning, Academic Support Program, Technology, Direct Instruction	Tier 1	Monitor	08/22/2016	06/26/2020	\$0	Title II Part A, Title I Part A	Classroom and Special Education Teachers, Learning Coaches, Principal
Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching and/or Student-Centered Coaching model, and Making Thinking Visible strategies. K-5 teachers will identify a professional development goal based on Early and Upper Elementary best practices and work with a learning coach to achieve that goal. Principals will monitor the impact of coaching.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title I Part A, Section 31a, Title II Part A	Learning Coaches, Classroom and Special Education Teachers, Principal
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Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS (Multi-Tiered Systems of Support) Each classroom will have at least 30 minutes daily for intervention time for Reading. Staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to support teacher and student implementation, including but not limited to technological resources.	Professional Learning, Academic Support Program, Teacher Collaboration, Technology, Direct Instruction	Tier 2	Monitor	08/22/2016	06/26/2020	\$0	Other, General Fund, Section 31a, Title I Part A	Classroom and Special Education Teachers, Learning Coaches, Principal

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to identified students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers may provide professional development and/or coaching for kindergarten, 1st, 2nd, and 3rd grade teachers on applying best practice reading recovery strategies in the classroom. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Professional Learning, Academic Support Program, Technology	Tier 3	Monitor	08/22/2016	06/26/2020	\$0	Title I Part A	Reading Recovery trained teachers, Kdg-3rd grade classroom teachers, Special Education teachers, Learning Coaches, Principal

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Activity - Cross-Curricular Reading Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. Emphasis will be placed on comprehension and reading with a purpose to find supporting evidence, including using Close Reading and Text-Dependent Analysis strategies. This will also include materials necessary to implement informational text in Social Studies and Science, including but not limited to technological resources.	Technology , Direct Instruction	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title I Part A, General Fund	Classroom and Special Education Teachers, Principal

Strategy 2:

Parent Involvement in Reading - All certified staff will support the application of Reading Workshop essential learnings to include key components of workshop, reading strategies, and resources to support readers at home.

Category: English/Language Arts

Research Cited: Research Cited: Slavin,R.E., Lake,C. Davis,S. Madden,N.(2009). Effective programs for struggling readers: A best evidence synthesis. Baltimore: John Hopkins University, Center for Data-Driven Reform in Education.

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Tier: Tier 1

Activity - Super Summer Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will be invited to participate in Super Summer Success with priority given to non-proficient readers according to trimester 2 or 3 data. Super Summer Success Reading books will be given to go home over the summer to promote summer reading. There will be several opportunities over summer vacation within the community to exchange books and participate in events. Throughout the summer, family activities will be planned to support summer reading. These activities may include storytellers, authors, and reading presentations. This will also include any materials and/or meals necessary to implement this activity including appropriate technology resources..	Parent Involvement, Academic Support Program	Tier 3	Implement	09/08/2015	06/26/2020	\$0	Title I Part A	Title I Learning Coach, Interventionist, Reading Recovery Teachers, Principal
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Activity - Family Events Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to participate in organized events that will provide resources, strategies, updates on progress and/or information to support literacy at home. This will also include any materials and or meals as necessary to implement these activities including, but not limited to technological resources, materials and presenters.	Parent Involvement, Academic Support Program	Tier 2	Implement	08/24/2015	06/26/2020	\$0	Title I Part A	Title I Learning Coach/Interventionist, General Education and Special Education Teachers, Principal

Activity - Take-Home Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a take-home reading program where appropriate reading level and interest books are provided for reading at home. Staff will provide parents reading tips to support reading to and with their children.	Parent Involvement, Academic Support Program, Technology, Supplemental Materials	Tier 1	Implement	08/28/2017	06/26/2020	\$0	Other, Title I Part A	Classroom teachers, Learning Coaches, Principal

Strategy 3:

High-Quality Curriculum, Aligned to State Adopted Standards - (Quality Curriculum 1.3 a and b) - Staff will develop learning outcomes representing high expectations and

rigor that are connected to a sequence of learning aligned to state standards (units and lessons). Outcomes will be written in the form of student learning KUD (what students need know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: English/Language Arts

Mayfield Improvement Plan 2019-2020

Mayfield Elementary School

Research Cited: Category: English/Language Arts

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

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Bernhardt, V. L., & Hebert, C. L. (2011). Response to Intervention & Continuous School Improvement. Larchmont, NY: Eye on Education.

Tier: Tier 1

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff may work during collaboration to develop unit KUDs before each unit, where clear outcomes (aligned to standards) for what students will need to Know, Understand, and be able to Do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/26/2020	\$0	General Fund, Title II Part A	All teaching and administrative staff
Activity - Professional Development on Setting Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff may be provided 1/2 day professional development to support setting of instructional outcomes for unit of study (KUDs) throughout the school year.	Professional Learning	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title II Part A	Teaching Staff, Principal
Activity - Professional Development on Early Childhood Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff may be provided with early childhood professional development through learning coach support, which will include the KRA administration, analysis and planning based on needs determined through the varied assessment data collected.	Professional Learning	Tier 1	Implement	07/01/2019	06/26/2020	\$0	Title II Part A, Title I Part A	Kindergarten teachers, learning coaches, principal

Strategy 4:

High-Quality Collaborative Processes - (Collaborative Processes 3.1) - Professional development and guidance for implementation of effective professional learning communities: Teachers will utilize formative assessments within collaboration to monitor student learning and provide feedback to students. Students will be aware of the criteria and performance standards by which their work will be evaluated. Teachers will monitor the progress of students (groups and individual) regarding their understanding and make use of the information for next steps in instruction, though the use of student data analysis software to analyze and improve instruction.

Category: English/Language Arts

Research Cited: Category: English/Language Arts

Research Cited: DuFour, Richard, DuFour, Rebecca, Eaker, Robert, Many, Thomas. (2010). Bloomington, IN: Learning By Doing. Solution Tree Press.

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Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp. 183-206). Bloomington, IN:

Solution Tree.

Tier: Tier 1

Tier: Tier 1

Activity - Professional Development on Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional development on developing and using formative assessment, modifying instruction, and engaging students in the assessment process.	Professional Learning, Academic Support Program, Direct Instruction	Tier 1		08/22/2016	06/26/2020	\$0	Title II Part A	Classroom and Special Education teachers, Principal, Learning Coaches

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Activity - Professional Development on Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on the uses of feedback to students based on formative assessment results. This professional development may include job-embedded PD such as Lesson Study or Lab classrooms, coaching.	Professional Learning, Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title II Part A	Classroom and Special Education teachers, Principal, Learning Coaches
Activity - Data Analysis Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with data analysis days to involve teacher teams in analyzing formative assessment and/or progress monitoring data for all students, monitoring checklists of learning essentials (KUDs). Results will be used to adjust Tier 1 instruction and to determine next needs for Tier 2 and 3 students.	Teacher Collaboration	Tier 1	Implement	08/22/2016	06/26/2020	\$0	Title II Part A, Other	Classroom and Special Education Teachers, Learning Coaches, Principal
Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to analyze data based on formative assessments aligned to units of study, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/22/2016	06/26/2020	\$0	General Fund	Classroom and Special Education Teachers, Learning Coaches, Principal

Measurable Objective 2:

5% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade English Learners students will demonstrate a proficiency in reading in English Language Arts by 06/30/2022 as measured by monitoring and analyzing WIDA, MME, M-STEP, and common assessment results..

Strategy 1:

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

Category: English/Language Arts

Research Cited: Category: English/Language Arts

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

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Hill, J., Miller, K. (2013). Classroom Instruction that Works with English Learners. ASCD: Alexandria, VA.

Tier: Tier 2

Tier: Tier 2

Activity - ELL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, ELL teachers and other identified staff will receive and implement training to implement effective practices to support English Language Learners, to include materials and/or technology.	Academic Support Program	Tier 1	Implement	06/24/2013	06/24/2022	\$0	Section 31a, General Fund, Title II Part A	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction, Classroom Teachers/Paraprofessionals

Activity - Collaboration with Classroom Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration between ELL, paraprofessional, and general and special education teachers to analyze data, determine intervention or tier 1 supports to include resources if necessary	Academic Support Program	Tier 1	Implement	06/28/2013	06/24/2022	\$0	General Fund, Title II Part A	ELL teacher, classroom teachers

Goal 4: All students at Mayfield Elementary will demonstrate positive behavior throughout the school year.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that is positive and respectful of others in Practical Living by 06/26/2020 as measured by school referral data, by staff, student, and parent perception data, and other measures..

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Strategy 1:

Positive Behavior Supports - Positive behavior expectations and relationships will be identified, modeled, taught and monitored through ongoing data collection. Student successes will be acknowledged, and students struggling to meet expectations will be given additional support as needed.

Category: Learning Support Systems

Research Cited: B. Bailey (2000). Conscious discipline. Oviedo, FL: Loving Guidance, Inc.

A. Kohn (1993). Punished by rewards. New York, NY: Houghton Mifflin Company.

J. Cameron, W.D. Pierce (2002). Rewards and intrinsic motivation. New York, NY: Bergin & Garvey Publishers.

S. Covey et al, (2014). The leader in me. New York, NY: Simon & Schuster.

Tier: Tier 1

Activity - Practice of School Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will teach school procedures and expectations to all students at the beginning of the school year and will review them periodically with all students throughout the year.	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/26/2020	\$0	General Fund	Principal, Dean of Students, Staff

Activity - Positive Choice Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will submit behavior awards. Students will be acknowledged for positive behavior on a regular basis.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/26/2020	\$0	Title IV Part A, Title I Part A	Principal, General Education and Special Education Teachers, and other school staff

Activity - Staff Review of Building Behavior Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will provide behavior data on a trimester basis to staff for reflection, discussion, and program modification as needed. SWIS data system will be used to collect and analyze behavior data. Data will be entered by paraprofessional or other building staff on a weekly basis.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/26/2020	\$0	Title II Part A, Title I Part A	Principal, Paraprofessional, Dean of Students, School Staff

Activity - Professional Development on Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff may receive further development on restorative practices, including informal practices such as classroom meetings all the way to formal restorative conferences. Staff will implement restorative practices and mindfulness as training and development is provided. This will include all necessary materials to support staff and student use of these skills of self-reflection and self-awareness.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/26/2020	\$0	Title IV Part A, Title I Part A	School Social Worker, Teachers, Coaches, Principal, all support staff
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Goal 5: All Mayfield students will become proficient in science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all concepts in Science by 06/24/2022 as measured by state level assessments where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State.

Strategy 1:

High-Quality Instruction that is Learner-Centered - (Quality Instruction 2.1-2.2) - Students will be cognitively engaged in high-quality instruction in every classroom through a highly coherent, learner-centered instructional model where students meet their self-determined academic and personal goals to their highest potential. Activities and assignments will support exploration of content and purpose of the lesson. Staff will assist students in monitoring and reflecting on applying new K-12 science standards and performance expectations. Additionally, staff training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Model.

Category: Science

Research Cited: Category: Science

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

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

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

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

Tier: Tier 1

Activity - STEM/Project Lead The Way Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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General and special education teachers will be trained in Project Lead the Way and STEM (Science, Technology, Engineering and Math) learning including the literacy component where students apply their reading, writing, language and math skills to apply understanding in science. Technology materials are required with STEM/PLTW training and implementation	Professional Learning, Curriculum Development, Teacher Collaboration, Technology	Tier 1	Implement	08/14/2017	06/26/2020	\$0	Other, Title II Part A	Mayfield classroom and special education teachers, learning coaches, administrator
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Activity - Cross-Curriculum Science Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement science content across multiple areas of the curriculum. Components will include purposeful planning and pacing to aligning NGSS science standards with CCSS ELA standards. Students will be provided opportunities for reading science concepts across the curriculum. Staff will be provided professional development time to collaborate on the alignment and pacing of the NGSS standards. Staff will also be provided professional development in the form of a lesson study or lab classroom to expand teaching knowledge related to the integration of Science across the curriculum.	Professional Learning, Curriculum Development, Technology	Tier 1	Implement	08/14/2017	06/26/2020	\$0	Title I Part A, Title II Part A	Mayfield classroom and special education teachers, learning coaches, and administrator

Strategy 2:

High-Quality Curriculum, Aligned to State Adopted Standards - (Quality Curriculum 1.3 a and b) - General and special education teachers will be trained in best practice

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

Category: Science

Research Cited: Category: Science

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

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

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

Activity - Facilitate student-centered learning aligned to the Danielson Framework

Activity

Type

Tier Phase Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

e

Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning and discussion). Literacy essential training will be implemented with a focus on reading and writing within science. Learning coaches will support instructional shifts needed as a result of determined next steps.

Schools: All Schools

Teacher

Collaboration,

Technology

, Materials

Tier 1 Implement 08/28/2013 06/22/2020 \$0 General

Fund, Title

II Part A

Learning

Coaches,

Intervention

ists,

Teachers,

Department

of

Instruction,

K-12

Principals,

Department

Chairs

Activity - STEM/Project Lead The Way Training Activity

Type

Tier Phase Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsibl

e

General and special education teachers will be trained in Project Lead the Way and STEM (Science, Technology, Engineering and Math) learning including the literacy component where students apply their reading, writing, language and math skills to apply understanding in science. Technology materials are required with STEM/PLTW training and implementation

Schools: All Schools

Teacher

Collaborati

on,

Technology

, Direct

Instruction,

Supplemen

tal

Materials

Tier 1 Implement 06/24/2016 06/22/2020 \$0 Title II Part

A

Administrati

ve and

teaching

staff

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

Tier: Tier 1

Activity - Teacher training on Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in problem based learning and NGSX at all levels. Teachers will receive training in resources aligned to NGSS such as PLTW in grades K,1,2,4,and 5, ML-PBL in grades 3-4, MiStar grades 6-8, revised curriculum in 9-12, and AP. Schools: All School	Professional Learning	Tier 1	Getting Ready	08/26/2016	06/26/2020	\$0	Title II Part A	Administrative and teaching staff

Activity - Data Days to Plan for Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and/or department team data analysis days will involve teacher teams to analyze summative, formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Professional Learning	Tier 2	Getting Ready	08/26/2016	06/26/2020	\$0	Title II Part A	Administrative and teaching staff

Goal 6: All LCS students will be career and college ready by graduation.

Measurable Objective 1:

85% of All Students will achieve college and career readiness of LCS students in Career & Technical by 06/24/2022 as measured by SAT benchmarks for college and career readiness in Math and Evidence-Based Reading and Writing.

Strategy 1:

Foster active, direct, hands-on learning that enhances employability - Develop and implement a plan that fosters active, direct, hands-on learning that enhances employability (Career and Job/Marshall Plan Requirements for SIPs, Revised School Code Section 1280.377)

Category: Career and College Ready

Research Cited: Category: Career and College Ready

Research Cited: What Works Clearinghouse. (2009). Helping Students Navigate the Path to College: What High Schools Can Do. IES:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/11>

What Works Clearinghouse. (2008). Preventing Drop-Out in Secondary Schools. IES: <https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

Tier: Tier 1

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Activity - Exposure to a variety of age appropriate career informational resources in grades k-5 with a K-6 focus on career zones.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exposure to a variety of age appropriate career informational resources in grades k-5. Including: 1 or more experiences in a field of student interest/aptitude with follow-up/reflection AND Opportunities to discuss career interests, options and preparations with a knowledgeable adult. In k-6 the focus is on career zones	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	07/01/2020	\$0	General Fund	Teachers, Administrators