

District School Improvement Plan

2019-20

Lakeshore School District (Berrien)

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Overview

Plan Name

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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	RDG: All students will be proficient in reading.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$940800
2	SCI: All students will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$102000
3	MTH: All students will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$82000
4	ORG: Staff will utilize data to increase student engagement through initiatives that address academics and the whole child.	Objectives: 1 Strategies: 1 Activities: 11	Organizational	\$250100
5	WRT: All students will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$69900

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, 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 reading standards in English Language Arts by 06/10/2022 as measured by performance on state and local assessments .

Strategy 1:

RDG 1.0 Tier 1 Broaden Reading Opportunities - Teachers in all content areas will target increased emphasis on informational reading to support strategies that encompass comprehension strategies that are taught explicitly to students.

Category: English/Language Arts

Research Cited: Research supports reading comprehension with 5 major strategies:

1. Teach students how to use reading comprehension strategies.
2. Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.
3. Guide students through focused, high-quality discussion on the meaning of text.
4. Select texts purposefully to support comprehension development.
5. Establish an engaging and motivating context in which to teach reading comprehension

"Strong reading comprehension skills are central not only to academic and professional success, but also to a productive social and civic life. These skills build the capacity to learn independently, to absorb information on a variety of topics, to enjoy reading, and to experience literature more deeply. Despite the growing demand for highly educated workers in today’s information- and service-related economies, the proportion of American adults classified as “below basic” readers remained remarkably constant between 1992 and 2003. This guide, developed by a panel of experts, presents a set of evidence-based practices that teachers and other educators can use to successfully teach reading comprehension to young readers. The panel believes that students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical."

Research Cited: Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides

Tier: Tier 1

Activity - RDG: 1.1 Reading Workshop and Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will deepen learning around the foundations of reading workshop as our instructional model for Grades K-8. This work involves being trained in the workshop model in conjunction with Teacher's College Reading and Writing Project (TCRWP) reading units of study by a designated consultant for the next 2-3 years. This will also include professional development that supports this initiative including things like the Reading Now Network (RNN) trainings, close reading strategies, Literacy Coaches Network, further understanding around the Essential Literacy Practices as defined in Michigan, Nell Duke early literacy practices, Fountas and Pinnell, Leveled Literacy Intervention, and the five main components of reading - phonemic awareness, phonics, fluency, vocabulary/oral language, and comprehension. Selected teachers and administrators will also attend the summer, fall, or spring Reading Institute at the Teacher's College in New York.	Direct Instruction, Technology, Supplemental Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	06/12/2017	08/28/2020	\$48400	Other, Title II Part A	Teachers, Interventionists Principals Curriculum Director
Schools: All Schools								

Activity - RDG 1:2 Building Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will be purchasing additional leveled books in needed genres (especially non-fiction and ones that support Lucy Calkins units of study) to support our reader's workshop model of instruction. The goal is to have hundreds of titles available in the classroom for students to use during independent reading time.	Direct Instruction, Supplemental Materials, Academic Support Program, Other, Teacher Collaboration	Tier 1	Getting Ready	06/12/2017	08/28/2020	\$200000	Other	Curriculum Director Principals Teachers
Schools: All Schools								

Activity - RDG 1:3 Reading Online Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in K-3 will use Reading Eggs as an online, one-to-one learning component according to ability and growth. Students will be able to utilize this as part of core reading. Reading Eggs focuses on core literacy skills and is used during the week and also at home. Lexia (Hollywood) and Study Island (Stewart and Roosevelt) also provide individualized reading and math skill instruction to students with higher level questioning for students in K-5 as needed.	Direct Instruction, Technology, Supplemental Materials, Academic Support Program	Tier 1	Implement	09/05/2017	06/12/2020	\$22000	Section 31a	Teachers Principals
Schools: Hollywood Elementary School, Stewart Elementary School, Roosevelt Elementary School								

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Activity - RDG 1:4 Phonics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>K-2 teachers will be teaching direct phonics instruction to all students as part of our overall reading and writing initiative based on the work of the Teacher's College Reading and Writing Institute. This will involve teacher and reading interventionist training and purchasing the units for each classroom in K-2.</p> <p>Schools: Hollywood Elementary School, Stewart Elementary School, Roosevelt Elementary School</p>	Direct Instruction, Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	06/18/2018	06/12/2020	\$6000	Other, General Fund	Curriculum Director Teachers Principals
Activity - RDG 1:5 Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be providing guidance to the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with WRT 1:3</p> <p>Schools: Hollywood Elementary School, Stewart Elementary School, Lakeshore Middle School, Roosevelt Elementary School</p>	Curriculum Development, Academic Support Program, Walkthrough, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/12/2020	\$46900	Title II Part A, Section 31a	Teacher Coaches Principals Curriculum Director
Activity - RDG 1:6 SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All secondary staff will develop and administer SAT writing prompts and/or performance tasks at least twice annually for each course.</p> <p>Schools: Lakeshore Middle School, Lakeshore High School</p>	Direct Instruction, Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1		08/27/2019	06/12/2020	\$0	No Funding Required	Teachers Principals Curriculum Director

Strategy 2:

RDG 2.0 Tier 1 Close and Critical Reading - Teachers will explore critical thinking strategies for close, critical reading. Research recommends:

- 1) Provide explicit vocabulary instruction.
- 2) Provide direct and explicit comprehension strategy instruction.
- 3) Provide opportunities for extended discussion of text meaning and interpretation.
- 4) Increase student motivation and engagement in literacy learning
- 5) Make available intensive and individualized interventions for struggling readers provided by trained specialists.

Category:

Research Cited: "To acquire the skills they need, students must work hard to refine and build upon their initial reading skills, and teachers in upper elementary grades and in middle and high school classes should help students acquire more advanced skills once they understand the demands that content area tasks actually present, especially to students who struggle with reading. However, many teachers report feeling unprepared to help their students or do not think that teaching reading skills in content-area classes is their responsibility."

Research cited: Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>

Tier: Tier 1

Activity - RDG 2.2 Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Social studies teachers will participate in professional learning opportunities to learn about the C3 national standards and the MC3 curriculum. This will begin the process of learning about the new standards as they relate and merge with the common core literacy standards. Where possible, new resources will be utilized within the curriculum. We will be looking for training related to assessments for social studies in grades 6-12.</p> <p>Schools: Lakeshore Middle School, Lakeshore High School</p>	<p>Direct Instruction, Technology, Supplemental Materials, Curriculum Development, Materials, Professional Learning, Teacher Collaboration</p>	Tier 1	Getting Ready	09/06/2016	06/30/2020	\$2000	Title II Part A	6-12 Teachers Principals Curriculum Director

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Activity - RDG 2.3: ELL Strategies/Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified by language screening tools and given ELA support in buildings during the school day by an ELL teacher and/or paraprofessional. This includes training provided to the ELL teacher at regional Network Meetings as well as one annual conference (Kent ISD Kate Kinsella). Schools: All Schools	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$39700	Title II Part A, General Fund	ELL Teacher Classroom Teachers and Paras Principals

Strategy 3:

RDG 3.0 MTSS Interventions - Teachers will use timely and appropriate interventions with students. Students will be identified as needing intervention through screeners, diagnostics, and/or teacher recommendations. A Literacy Interventionist will work with small groups of students to provide interventions specific to each students' needs during times that do not take these students away from their core instruction time for reading in the regular classroom.

Category: English/Language Arts

Research Cited: "Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (Tier 2). Tier 2 instruction should take place in small homogeneous groups ranging from three to four students using curricula that address the major components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary)."

Research cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Tier: Tier 2

Activity - RDG 3.1 Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Elementary Literacy Interventionists will work with classroom teachers to develop schedules that account for meeting several times a week with students that support Tier 2 reading needs for identified students using screeners, diagnostics, and teacher recommendations. They will also coordinate the reading intervention block that each school will have in terms of data collection, helping lead PLC conversations around student performance and leveling, coordinating materials for the intervention block teachers, and coordinating the IRP process for identified K-3 students performing below grade level.</p> <p>The middle school interventionist will meet with kids during "extended time." Extended Time will exist for 7th and 8th-grade students. Students become eligible when they are failing 2 or more core classes.</p> <p>At the high school, .2 FTE and 1 para provide individualized assistance to students in the Online Learning Center. Also at the high school is a staff position that works with at risk students to provide support and accountability so they are successful at completing their educational goals in academic classes.</p> <p>*Note - Interventionists serve both reading and writing within this goal even though the intervention is only listed in full detail here in reading</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$481400</p>	<p>Title I Part A, Section 31a</p>	<p>Literacy Specialists Teachers Title I Paras Principals At-risk counselors Curriculum Director</p>
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Activity - RDG 3:2 Reading Intervention/Extension Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This 30 minute period (WIN time, Roosy Reader) will be part of every K-3 program in our elementary schools and will focus on the five main components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our primary instructional tool for below level students will be Fountas and Pinnell's Leveled Literacy Intervention (LLI) Program. Students will be grouped according to instructional level, monitored often, and groups will be re-formed based on need every quarter.</p> <p>An elective reading class will be part of the master schedule for every 6th and 7th grade student at the middle school. The primary model will be a choice reading program based on Penny Kittle's work along with skill development.</p> <p>Schools: Hollywood Elementary School, Stewart Elementary School, Lakeshore Middle School, Roosevelt Elementary School</p>	<p>Direct Instruction, Technology, Supplemental Materials, Materials, Academic Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2017</p>	<p>06/12/2020</p>	<p>\$50000</p>	<p>Other</p>	<p>ELA teachers Elementary teachers Reading Interventionists Principals Curriculum Director</p>

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Activity - RDG 3:3 Elementary Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students in Grades 1, 2, and 3 who meet criteria of being below reading benchmarks for their grade level will be invited to attend a two week summer school program in August taught by our classroom teachers to gear up for school year readiness in reading by making up for summer slide. The students will be provided targeted intervention based on individual need.</p> <p>Schools: Hollywood Elementary School, Stewart Elementary School, Roosevelt Elementary School</p>	Direct Instruction, Class Size Reduction, Supplemental Materials, Materials, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/06/2018	08/28/2020	\$18000	Other	Curriculum Director Classroom Teachers Principals

Activity - RDG 3:4 Link Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Link Time is a program designed for middle school at-risk students who fall into any of the at-risk 31-A categories including, but not limited to: failing one or more core classes, free/reduced lunch, not reaching state-testing proficiency standards, family/home at-risk factors. This group of students will be identified by our intervention team and families will be invited to participate on an invitation-only basis at first then at parent request if we have more student spots to fill. The target student size of Link Time would be a group of approximately 5-10 students from each grade level. These students will work on homework and enrichment activities each day with peer-mentors available for 1:1 help.</p> <p>Schools: Lakeshore Middle School</p>	Direct Instruction, Class Size Reduction, Supplemental Materials, Behavioral Support Program, Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/03/2019	06/12/2020	\$10000	Other, Section 31a	Building Administration and Staff

Strategy 4:

RDG 4.0 District McKinney-Veto - The District McKinney-Veto (M-V) Homeless supervisor will identify and serve homeless students throughout the year to help alleviate the multiple barriers that these students face that interfere with learning, performance, and assessment.

Category: Learning Support Systems

Tier: Tier 2

Activity - RDG 4:1 Homeless Student Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The District M-V supervisor will maintain a database of all LEA homeless students including living situation, needs, and academic achievement and report all data as required. She will also assist teachers in coordinating efforts for learning with identified students. Schools: All Schools	Technology , Academic Support Program, Other, Teacher Collaboration	Tier 2	Implement	08/01/2017	06/12/2020	\$15400	Title I Part A	District Homeless Supervisor Teachers
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Activity - RDG 4:2 Special Populations Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District M-V supervisor will attend the annual MDE Special Populations Conference to gain information on collaboration and coordination with other educational and community programs serving homeless students and families. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	06/14/2017	06/12/2020	\$1000	Special Education	District Homeless Supervisor

Goal 2: SCI: All students will be proficient in science.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, 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 all standards in Science by 06/10/2022 as measured by performance on state and local assessments.

Strategy 1:

SCI 1.0 Tier I Core Science and Engineering Practices - All staff will implement the 3 core science and engineering practices with embedded science discourse in science instruction. These include developing and using models, argumentation from evidence, and constructing explanations. These are the high leverage practices essential to the shifts in the National Research Council's (NRC) Framework for Science Education and the Next Generations Science Standards (NGSS).

Category: Science

Research Cited: Research:

National Research Council (NRC). 2007. Taking science to school: Learning and teaching science in grades K–8. Washington, DC: National Academies Press.

National Research Council (NRC). 2012. A Framework for K–12 science education: Practices, crosscutting concepts, and core ideas. Washington, DC: National Academies Press.

National Science Board (NSB). 2010. Science and engineering indicators 2010. Arlington, VA: National Science Foundation.

National Center for Education Statistics (NCES). 2010. Highlights from PISA 2009: Performance of U.S. 15-Year-Old Students in Reading, Mathematics, and Science Literacy in an International Context. Washington, DC. Found online at nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011004.

Scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Inquiry

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also refers to the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world. (National Science Education Standards, p. 23) Through examples and discussion, ...students and teachers can use inquiry to learn how to do science, learn about the nature of science, and learn science content."

Research cited: "Inquiry in Science and in Classrooms." Inquiry and the National Science Education Standards: A guide for Teaching and Learning." Washington, DC: The National Academies Press, 2000.

Tier: Tier 1

Activity - SCI 1.1 NGSS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Selected staff who choose to be science leaders in their buildings will be trained in NGSS essentials so that they can begin to pilot materials and bring learning back to their building teachers. Setting aside funds for NGSS training in either resources or assessment training.</p> <p>Schools: All Schools</p>	Supplemental Materials, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$2000	Title II Part A	Science Content Team Leaders Teachers Principals Curriculum Director
Activity - SCI 1:3 Strengthening Vocabulary and Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Elementary teachers will discuss during grade level meetings and/or PLC's specific strategies for activating and connecting vocabulary to content. These strategies could include use of technology supplements such as A to Z, Study Island, websites, or other resources.</p> <p>Schools: Hollywood Elementary School, Stewart Elementary School, Roosevelt Elementary School</p>	Technology, Supplemental Materials, Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Science SI committee members Teachers Principals Curriculum Director
Activity - SCI 1:2 Project Lead the Way	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>In each grade 4th - 8th grade, all students will participate in at least ONE PLTW unit to work on engineering standards as explained in the NGSS standards. As teachers request training, we will try to provide.</p>	<p>Direct Instruction, Technology, Supplemental Materials, Curriculum Development, Materials, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/05/2017</p>	<p>06/12/2020</p>	<p>\$100000</p>	<p>Other</p>	<p>Science Teachers Principals Curriculum Director</p>
<p>Schools: All Schools</p>								

Goal 3: MTH: All students will be proficient in math.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, 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 math standards in Mathematics by 06/10/2022 as measured by performance on state and local assessments.

Strategy 1:

MTH 1.0 Tier I Common Core - All teachers will implement the Common Core math standards using current resources and focusing on the 8 mathematical standards of practice.

Category:

Research Cited: In his 35 years of meta-analysis on research in education, Robert Marzano (2003) identifies a guaranteed and viable curriculum as one of 11 factors with a proven track record of increasing student achievement. Marzano (2003) defines a guaranteed and viable curriculum as one in which

1. Clear guidance is given to teachers regarding the content to be addressed in specific courses, at specific grade levels.
2. Individual teachers do not have the option to disregard or replace content that has been assigned to a specific course or grade level.
3. The content articulated in the curriculum for a given course or grade level can be adequately addressed in the time available. (pp. 25–30)

Research cited from: *Becoming a Great High School* by Tim R. Westerberg

Tier: Tier 1

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Activity - MTH 1.1 High School Resource Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>High School teachers will research "best practice" for math instruction using the CCSS as reflected in textbook/curricular support materials. The math content leaders and participating teachers will review current textbook publishers, pilot units and/or whole classes, and conduct an audit analysis of resources to determine which program(s) will be recommended for purchase. This may include a site visit to another district for the purpose of meeting with practicing teachers already implementing so we can ask questions, receive feedback, etc.</p> <p>Effective the 19-20 school year, the Math/Science Center teachers and Pre-Calc teacher will be using new texts with their students.</p> <p>Schools: Lakeshore High School</p>	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/12/2020	\$30000	General Fund	Math Content Area Team Leaders Math teachers Principals Curriculum Director
Activity - MTH 1:2 Higher Level Math Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will provide regular opportunities for students to solve higher level, performance-based math tasks. This will include providing students with open-ended, high interest mathematical tasks on a regular basis. Teachers will choose and develop these tasks by grade level during committee meetings and PLC times.</p> <p>Schools: All Schools</p>	Direct Instruction, Technology, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/12/2020	\$0	No Funding Required	Math SI team Members Teachers Principals Curriculum Director
Activity - MTH 1:3 Math PLC Assessment Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Elementary teachers will spend some dedicated PLC times furthering their understanding of our Bridges math program in regards to assessments and making decisions on using them formatively and summatively.</p> <p>Schools: Hollywood Elementary School, Stewart Elementary School, Roosevelt Elementary School</p>	Direct Instruction, Technology, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2017	06/12/2020	\$0	No Funding Required	Math Teachers Principals Curriculum Director

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Activity - MTH 1:4 Bridges Resource Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bridges trainer (one of our own teachers) will provide one day training on our Bridges Math program for all new teachers or paras to the position. Schools: Hollywood Elementary School, Stewart Elementary School, Roosevelt Elementary School	Technology , Professional Learning	Tier 1	Implement	08/21/2017	06/12/2020	\$0	No Funding Required	Math Lead Teacher Teachers Principals Curriculum Director

Strategy 2:

MTH 2.0 Tier 2 Timely Interventions - Teachers will provide timely interventions in math according to screeners, diagnostics, or teacher recommendations. Elementary schools will provide intervention in small groups. Math intervention in the secondary schools takes place either in extended time, the Online Learning Center, Homework Lunch, or afterschool. Interventions in all buildings will devote at least 10 minutes per session on building fluent retrieval of basic facts. Especially in elementary school, intervention materials should include opportunities for students to work with visual representations of mathematical ideas.

Category:

Research Cited: In his 35 years of meta-analysis on research in education, Robert Marzano (2003) identifies a guaranteed and viable curriculum as one of 11 factors with a proven track record of increasing student achievement. Marzano (2003) defines a guaranteed and viable curriculum as one in which 1.Clear guidance is given to teachers regarding the content to be addressed in specific courses, at specific grade levels. 2.Individual teachers do not have the option to disregard or replace content that has been assigned to a specific course or grade level. 3.The content articulated in the curriculum for a given course or grade level can be adequately addressed in the time available. (pp. 25–30) Research cited from: Becoming a Great High School by Tim R. Westerberg

Tier:

Activity - MTH 2:3 Homeless Student Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Providing academic support to homeless students attending non-Title 1 schools. (This is a shared goal with RDG 4:1) Schools: Lakeshore High School, Roosevelt Elementary School	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2020	\$1000	Title I Part A	Curriculum Director Principals Teachers
Activity - MTH 2:4 MTSS Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Classroom teachers and trained paraprofessionals will implement a program of targeted math interventions in small group settings at each elementary school. Progress will be monitored at least monthly and instructional and organizational adjustments will be made based on analysis of student assessment data which will include Bridges assessments and formative assessment measures identified by building staff. Selected math students who are identified by screeners and other data results will be the ones that receive this additional math support. Teachers will be involved in the selection of those students and in the determination of the support materials and teaching they need.</p> <p>At the middle school, students who are achieving in the bottom 10-15% who are not receiving special ed or extended time services will be eligible for Math intervention from their classroom Math teacher 2 days a week for 25 minutes (total of 50 minutes). Eligible students will be determined by a screener (Delta Math) performed the first week of the school year. Instruction will be based on data provided via the screener.</p> <p>Middle school math lab is offered two days a week for 25 minutes in 8th grade for kids who choose to come for extra help, retake tests, etc.</p> <p>Schools: Hollywood Elementary School, Stewart Elementary School, Lakeshore Middle School, Roosevelt Elementary School</p>	<p>Direct Instruction, Technology, Materials, Academic Support Program, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$51000</p>	<p>Section 31a, Title I Part A</p>	<p>Math Teachers Math Paras Principals Curriculum Director</p>
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Goal 4: ORG: Staff will utilize data to increase student engagement through initiatives that address academics and the whole child.

Measurable Objective 1:

increase student growth by strengthening collaborative and personal goals for success by 06/12/2020 as measured by student performance data results.

Strategy 1:

ORG 1.0 System Data - Teachers will collect and analyze student achievement data from various sources which may include diagnostics, screeners, NWEA results, pre-post tests, and common assessments to use to dialogue with PLC partners about how to adjust instruction based on these results.

Student engagement is a big component in our usage of technology as well as using technology to prepare students for future college and career work.

Administrators will use teacher data and teacher evaluation to strengthen their ability to guide and improve teacher performance.

Category: Other - Using data for instructional purposes

Research Cited: According to the IES Practice Guide from the What Works Clearinghouse, "Although accountability trends explain why more data are available in schools, the question of what to do with the data remains primarily unanswered. Data provide a way to assess what students are learning and the extent to which students are making progress toward goals. However, making sense of data requires concepts, theories, and interpretative frames of reference. Knapp et al. (2006). Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with data and the means to harness the information data can provide, educators can make instructional changes aimed at improving student achievement.."

Research supports data utilization with 5 major recommendations:

1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and set learning goals
3. Establish a clear vision for school-wide data use
4. Provide supports that foster a data-driven culture within the school
5. Develop and maintain a district-wide data system

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Other research considered includes a collection of research articles centered on Marzano's strategies of student engagement principles, including a review of his book, *The Highly Engaged Classroom*, by Robert Marzano and Debra J, Pickering (published by Solution Tree in 2011).

Research around the impact of social emotional learning:

- ¹ Mental Health In Schools: A Hidden Crisis Affecting Millions Of Students
- ² No Place for Social-Emotional Learning in Schools? Are You Sure?
- ³ Mental Health and Academic Achievement
2017 Educator Quality of Work Life Survey

https://www.nea.org/assets/docs/Social%20and%20Emotional%20Learning%20Response_Bkgdr%20v3.pdf

Michigan Standards of Social Emotional Learning

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Tier: Tier 1

Activity - ORG 1:1 Literacy Data Collection and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will assess all students in grades K-7 using NWEA MAP testing which will be given in fall, winter and spring. Staff will also use Fountas and Pinnell's benchmark assessment system for all K-5 students in fall, winter, and spring to design our student interventions for reading. Subs will be provided one day per K-5 teacher per year to allow teachers time to conduct these assessments. Teachers will collaborate in grade level teams around the results. Teachers and principals will further their understanding about the reports offered that can assist both teachers and parents in providing progress.</p> <p>Schools: Hollywood Elementary School, Stewart Elementary School, Lakeshore Middle School, Roosevelt Elementary School</p>	Technology, Other, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$18400	General Fund	Teachers Principals Curriculum Director Tech Staff

Activity - ORG 1:2 Healthy Minds, Healthy Lives Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>After surveying students, staff, and community, we have identified the need to address mental health issues with our students. We will be bringing in speakers to discuss topics such as social media, anxiety, perfectionism, etc to address student's social and emotional needs. We will also be providing educational opportunities in various settings to increase our awareness and understanding of mental health and it's impact on the education of students. Our goal is to have all staff trained in supporting student health needs such as trauma, mental first aid, ACES, and other needs as part of educating the whole child.</p> <p>We are fortunate to have an elementary counselor in each of our 3 buildings who spend 50% of their time working with at-risk students on social, emotional, behavioral, and academic goals.</p> <p>As part of this initiative, a parent series will be offered to educate our wider community on mental health issues.</p> <p>Schools: All Schools</p>	Supplemental Materials, Parent Involvement, Behavioral Support Program, Academic Support Program, Community Engagement, Professional Learning, Teacher Collaboration	Tier 1	Implement	07/09/2018	06/30/2021	\$167900	Section 31a, Other	Curriculum Director Counselors Social Workers Teachers Principals

Activity - ORG 1:3 Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each building will establish a data team comprised of staff members who have the task to routinely look at building data, analyze what it means, communicate it to the whole staff, and establish processes for how to answer to the data by figuring out a way to structure an intervention system to support that in each grade level or department. Schools: All Schools	Direct Instruction, Technology, Supplemental Materials, Academic Support Program, Other, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/12/2020	\$0	No Funding Required	Teachers Principals Curriculum Director
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Activity - ORG 1:4 Leader in Me (Hollywood)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hollywood Elementary is entering year six of the Leader in Me which is a whole-school transformation process. Over the years, they have focused on teaching the 7 Habits of Highly Effective People, establishing the social and emotional supports needed for their students and learning the 4 Discipline of Execution. This year, with the help of a FranklinCovey coach, Hollywood will refine previous Leader in Me initiatives while focusing on increasing student engagement by empowering them to lead their own learning. Schools: Hollywood Elementary School	Direct Instruction, Parent Involvement, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	08/09/2016	06/12/2020	\$7500	Title IV Part A	Principal All Staff

Activity - ORG 1:5 Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology devices and applications in their instruction to engage learners and support content understanding. This includes finding training that support this effort of learning. (MACUL, Google, Makerspace, other technology trainings) Schools: All Schools	Technology, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/30/2017	06/12/2020	\$2200	Other	All teachers Principals Curriculum Directors Support Staff as designated

Activity - ORG 1:6 Data and Assessment Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators and lead teachers will attend conferences that center on using data and assessment to become more intentional and purposeful about assessing student learning and how that impacts student achievement. Possible trainings include utilizing NWEA MAP data, AIMS web, SAT data, and formative assessment practices. Schools: All Schools	Technology , Professional Learning	Tier 1	Getting Ready	08/01/2017	06/12/2020	\$2500	Title II Part A	Administrators Lead teachers as selected
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Activity - ORG 1:7 Online Learning for Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school staff will coordinate and facilitate online learning instruction for students through the E2020 program. Summer learning opportunities for credit recovery are also available for high school students. Schools: Lakeshore High School	Technology , Curriculum Development, Academic Support Program, Other, Teacher Collaboration	Tier 1	Implement	06/09/2017	06/12/2020	\$16500	Section 31a	High School Principal High School Staff

Activity - ORG 1:8 Adaptive Schools Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adaptive School training will be provided to all district administrators and 25 lead teachers. The goal is to provide participants with an increased capacity to initiate, develop, and sustain high functioning groups/PLC's and learn practical facilitation tools that impact daily work with students and adults. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/02/2019	07/31/2020	\$23600	Title II Part A	Administrators Building Leaders Lead Teachers

Activity - ORG 1:9 Administrative Leadership Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will participate in leadership opportunities which grow individual skills that allow each to work more purposefully with others. The district has interest in building our leaders for new challenges and for succession planning within. Our interest is in the MASA sponsored Women's Leadership Conference in Petoskey on 4/30-5/1 as well as to MEMSPA/MASA sponsored conferences. Schools: All Schools	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2021	\$1500	Title I Part A	Administrators

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Activity - ORG 1:10 PBIS Initiative (Stewart)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Stewart staff will learn tools for PBIS including such things as building relationships, school culture, alternatives to discipline, implicit bias, restorative practices, common language, etc. from Indiana University Institute faculty Schools: Stewart Elementary School	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$10000	Title II Part A, Other	Principal Stewart Staff Curriculum Director
Activity - ORG 1:11 Positivity Project (Middle School)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Positivity Project started in the 18-19 school year and will continue. During the 2019-20 school year, LMS will create videos highlighting the positive behavior expectations in contrast with unacceptable behavior. These videos will be shown to students in the early parts of the school year as well as at other times throughout the year to focus on what is expected. We will also implement a grade level challenge that will track data based on attendance, academics, behavior, etc. Schools: Lakeshore Middle School	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Principal Assistant Principal Staff

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, 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 standards in English Language Arts by 06/10/2022 as measured by performance on state and local assessments.

Strategy 1:

WRT 1.0 Tier 1 - Focused Writing - Teachers will model effective writing strategies for narrative, informational, and opinion/argument writing.

Category: English/Language Arts

Research Cited: "The elements of writing workshop are all means of formative assessment where we are supporting the development of the writer, not simply delivering content. When we model our own writing, we are sharing our processes and showing that we value the writing we are asking our students to do. Before conducting mini-lessons, we have already informally assessed and determined the need to review a particular feature or convention of writing. When we use mentor texts, we are helping students to expand their repertoire of language structures. When we share and respond to writing - peer-to-peer in small writing groups, peer-to-peer in partner response, or teacher-to-student in individual writing conferences - we are assessing and immediately using that assessment to improve writing for a particular content, purpose, and audience. As a result, we time-crunched teachers need not to take home stacks and stacks of papers to grade. Meanwhile, students generate stacks

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and stacks of writing that supports the development of content ideas and writing 'muscles'."

Research Cited: The Writing Workshop: A Valuable Tool for Differentiation and Formative Assessment. <http://www.edutopia.org/blog/writing-workshop-differentiated-instruction-formative-assessment>. Lucy Caulkins, Teachers College at Columbia University

Tier: Tier 1

Activity - WRT 1:1 Writer's Workshop (shared with RDG 1:1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All staff will implement the Teacher's College Writing units of Study in grades K-8. Teachers will model and practice exemplary writing practices of all genres with students as part of direct teaching instruction and then provide quality writing feedback to students during writing conferences and other forums for feedback. Professional development opportunities will be explored to expand understanding and competence in the workshop model. Writer's Workshop follows a predictable pattern: Mini-lesson (10-15 minutes), Independent Writing (30-45 minutes), Conferring (during independent writing time), Sharing (5-10 minutes). The TOTAL goal time for the Writing Workshop is 60 minutes daily. If necessary, it can be modified some days to be a minimum of 30 minutes. This work will also involve using a consultant to provide training and to model teaching with our own students in a learning lab model. It may also include specific training on writing practices related to the workshop model, the three genres of writing and/or grammar/spelling training. Selected teachers may attend Writing Institute Training at the Teacher's College in New York in summer, fall, or spring which also supports this work.</p> <p>Schools: Hollywood Elementary School, Stewart Elementary School, Lakeshore Middle School, Roosevelt Elementary School</p>	Direct Instruction	Tier 1	Implement	06/12/2017	06/12/2020	\$23000	Title II Part A, Other	ELA Content Team, Teachers, Principals, Curriculum Director

Activity - WRT 1:2 Using Writing Pathways Rubrics and Checklists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Time will be allotted for teachers to analyze student writing data at least once per month during weekly PLC times. The focus will be to use the Writing Pathways resource book and the checklists and rubrics provided to deepen understanding of student writing needs. Strategies and student achievement results will be kept in the minutes and reported to the building principal.</p> <p>Schools: All Schools</p>	Direct Instruction, Technology, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/12/2020	\$0	No Funding Required	PLC teams, Principals

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Activity - WRT 1:3 Instructional Coaching (shared goal with RDG 1:5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be guiding the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with RDG 1:5</p> <p>Schools: Hollywood Elementary School, Stewart Elementary School, Lakeshore Middle School, Roosevelt Elementary School</p>	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$46900	Section 31a, Title II Part A	Writer's Workshop PLC Teacher Leaders Middle School Teachers Principals Curriculum Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RDG 3:4 Link Program	Link Time is a program designed for middle school at-risk students who fall into any of the at-risk 31-A categories including, but not limited to: failing one or more core classes, free/reduced lunch, not reaching state-testing proficiency standards, family/home at-risk factors. This group of students will be identified by our intervention team and families will be invited to participate on an invitation-only basis at first then at parent request if we have more student spots to fill. The target student size of Link Time would be a group of approximately 5-10 students from each grade level. These students will work on homework and enrichment activities each day with peer-mentors available for 1:1 help.	Direct Instruction, Class Size Reduction, Supplemental Materials, Behavioral Support Program, Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/03/2019	06/12/2020	\$5000	Building Administration and Staff

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<p>MTH 2:4 MTSS Math Intervention</p>	<p>Classroom teachers and trained paraprofessionals will implement a program of targeted math interventions in small group settings at each elementary school. Progress will be monitored at least monthly and instructional and organizational adjustments will be made based on analysis of student assessment data which will include Bridges assessments and formative assessment measures identified by building staff. Selected math students who are identified by screeners and other data results will be the ones that receive this additional math support. Teachers will be involved in the selection of those students and in the determination of the support materials and teaching they need.</p> <p>At the middle school, students who are achieving in the bottom 10-15% who are not receiving special ed or extended time services will be eligible for Math intervention from their classroom Math teacher 2 days a week for 25 minutes (total of 50 minutes). Eligible students will be determined by a screener (Delta Math) performed the first week of the school year. Instruction will be based on data provided via the screener.</p> <p>Middle school math lab is offered two days a week for 25 minutes in 8th grade for kids who choose to come for extra help, retake tests, etc.</p>	<p>Direct Instruction, Technology, Materials, Academic Support Program, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$49000</p>	<p>Math Teachers Math Paras Principals Curriculum Director</p>
<p>RDG 1:5 Instructional Coaching</p>	<p>A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be providing guidance to the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with WRT 1:3</p>	<p>Curriculum Development, Academic Support Program, Walkthrough, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/12/2020</p>	<p>\$45900</p>	<p>Teacher Coaches Principals Curriculum Director</p>

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<p>ORG 1:7 Online Learning for Students</p>	<p>High school staff will coordinate and facilitate online learning instruction for students through the E2020 program. Summer learning opportunities for credit recovery are also available for high school students.</p>	<p>Technology , Curriculum Development, Academic Support Program, Other, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/09/2017</p>	<p>06/12/2020</p>	<p>\$16500</p>	<p>High School Principal High School Staff</p>
<p>RDG 1:3 Reading Online Support</p>	<p>All students in K-3 will use Reading Eggs as an online, one-to-one learning component according to ability and growth. Students will be able to utilize this as part of core reading. Reading Eggs focuses on core literacy skills and is used during the week and also at home. Lexia (Hollywood) and Study Island (Stewart and Roosevelt) also provide individualized reading and math skill instruction to students with higher level questioning for students in K-5 as needed.</p>	<p>Direct Instruction, Technology , Supplemental Materials, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/12/2020</p>	<p>\$22000</p>	<p>Teachers Principals</p>
<p>ORG 1:2 Healthy Minds, Healthy Lives Initiative</p>	<p>After surveying students, staff, and community, we have identified the need to address mental health issues with our students. We will be bringing in speakers to discuss topics such as social media, anxiety, perfectionism, etc to address student's social and emotional needs. We will also be providing educational opportunities in various settings to increase our awareness and understanding of mental health and it's impact on the education of students. Our goal is to have all staff trained in supporting student health needs such as trauma, mental first aid, ACES, and other needs as part of educating the whole child.</p> <p>We are fortunate to have an elementary counselor in each of our 3 buildings who spend 50% of their time working with at-risk students on social, emotional, behavioral, and academic goals.</p> <p>As part of this initiative, a parent series will be offered to educate our wider community on mental health issues.</p>	<p>Supplemental Materials, Parent Involvement, Behavioral Support Program, Academic Support Program, Community Engagement, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/09/2018</p>	<p>06/30/2021</p>	<p>\$152900</p>	<p>Curriculum Director Counselors Social Workers Teachers Principals</p>

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WRT 1:3 Instructional Coaching (shared goal with RDG 1:5)	A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be guiding the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with RDG 1:5	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$45900	Writer's Workshop PLC Teacher Leaders Middle School Teachers Principals Curriculum Director
RDG 3.1 Interventionists	<p>Elementary Literacy Interventionists will work with classroom teachers to develop schedules that account for meeting several times a week with students that support Tier 2 reading needs for identified students using screeners, diagnostics, and teacher recommendations. They will also coordinate the reading intervention block that each school will have in terms of data collection, helping lead PLC conversations around student performance and leveling, coordinating materials for the intervention block teachers, and coordinating the IRP process for identified K-3 students performing below grade level.</p> <p>The middle school interventionist will meet with kids during "extended time." Extended Time will exist for 7th and 8th-grade students. Students become eligible when they are failing 2 or more core classes.</p> <p>At the high school, .2 FTE and 1 para provide individualized assistance to students in the Online Learning Center. Also at the high school is a staff position that works with at risk students to provide support and accountability so they are successful at completing their educational goals in academic classes.</p> <p>*Note - Interventionists serve both reading and writing within this goal even though the intervention is only listed in full detail here in reading</p>	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2020	\$288100	Literacy Specialists Teachers Title I Paras Principals At-risk counselors Director

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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ORG 1:4 Leader in Me (Hollywood)	Hollywood Elementary is entering year six of the Leader in Me which is a whole-school transformation process. Over the years, they have focused on teaching the 7 Habits of Highly Effective People, establishing the social and emotional supports needed for their students and learning the 4 Discipline of Execution. This year, with the help of a FranklinCovey coach, Hollywood will refine previous Leader in Me initiatives while focusing on increasing student engagement by empowering them to lead their own learning.	Direct Instruction, Parent Involvement, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	08/09/2016	06/12/2020	\$7500	Principal All Staff
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ORG 1:9 Administrative Leadership Training	Administrators will participate in leadership opportunities which grow individual skills that allow each to work more purposefully with others. The district has interest in building our leaders for new challenges and for succession planning within. Our interest is in the MASA sponsored Women's Leadership Conference in Petoskey on 4/30-5/1 as well as to MEMSPA/MASA sponsored conferences.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2021	\$1500	Administrators

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<p>MTH 2:4 MTSS Math Intervention</p>	<p>Classroom teachers and trained paraprofessionals will implement a program of targeted math interventions in small group settings at each elementary school. Progress will be monitored at least monthly and instructional and organizational adjustments will be made based on analysis of student assessment data which will include Bridges assessments and formative assessment measures identified by building staff. Selected math students who are identified by screeners and other data results will be the ones that receive this additional math support. Teachers will be involved in the selection of those students and in the determination of the support materials and teaching they need.</p> <p>At the middle school, students who are achieving in the bottom 10-15% who are not receiving special ed or extended time services will be eligible for Math intervention from their classroom Math teacher 2 days a week for 25 minutes (total of 50 minutes). Eligible students will be determined by a screener (Delta Math) performed the first week of the school year. Instruction will be based on data provided via the screener.</p> <p>Middle school math lab is offered two days a week for 25 minutes in 8th grade for kids who choose to come for extra help, retake tests, etc.</p>	<p>Direct Instruction, Technology, Materials, Academic Support Program, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$2000</p>	<p>Math Teachers Math Paras Principals Curriculum Director</p>
<p>RDG 4:1 Homeless Student Academic Support</p>	<p>The District M-V supervisor will maintain a database of all LEA homeless students including living situation, needs, and academic achievement and report all data as required. She will also assist teachers in coordinating efforts for learning with identified students.</p>	<p>Technology, Academic Support Program, Other, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/01/2017</p>	<p>06/12/2020</p>	<p>\$15400</p>	<p>District Homeless Supervisor Teachers</p>

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RDG 3.1 Interventionists	<p>Elementary Literacy Interventionists will work with classroom teachers to develop schedules that account for meeting several times a week with students that support Tier 2 reading needs for identified students using screeners, diagnostics, and teacher recommendations. They will also coordinate the reading intervention block that each school will have in terms of data collection, helping lead PLC conversations around student performance and leveling, coordinating materials for the intervention block teachers, and coordinating the IRP process for identified K-3 students performing below grade level.</p> <p>The middle school interventionist will meet with kids during "extended time." Extended Time will exist for 7th and 8th-grade students. Students become eligible when they are failing 2 or more core classes.</p> <p>At the high school, .2 FTE and 1 para provide individualized assistance to students in the Online Learning Center. Also at the high school is a staff position that works with at risk students to provide support and accountability so they are successful at completing their educational goals in academic classes.</p> <p>*Note - Interventionists serve both reading and writing within this goal even though the intervention is only listed in full detail here in reading</p>	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2020	\$193300	Literacy Specialists Teachers Title I Paras Principals At-risk counselors Curriculum Director
MTH 2:3 Homeless Student Academic Support	Providing academic support to homeless students attending non-Title 1 schools. (This is a shared goal with RDG 4:1)	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2020	\$1000	Curriculum Director Principals Teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>RDG: 1.1 Reading Workshop and Engagement</p>	<p>Teachers will deepen learning around the foundations of reading workshop as our instructional model for Grades K-8. This work involves being trained in the workshop model in conjunction with Teacher's College Reading and Writing Project (TCRWP) reading units of study by a designated consultant for the next 2-3 years. This will also include professional development that supports this initiative including things like the Reading Now Network (RNN) trainings, close reading strategies, Literacy Coaches Network, further understanding around the Essential Literacy Practices as defined in Michigan, Nell Duke early literacy practices, Fountas and Pinnell, Leveled Literacy Intervention, and the five main components of reading - phonemic awareness, phonics, fluency, vocabulary/oral language, and comprehension. Selected teachers and administrators will also attend the summer, fall, or spring Reading Institute at the Teacher's College in New York.</p>	<p>Direct Instruction, Technology, Supplemental Materials, Academic Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2017</p>	<p>08/28/2020</p>	<p>\$25000</p>	<p>Teachers, Interventionists Principals Curriculum Director</p>
<p>RDG 1:4 Phonics</p>	<p>K-2 teachers will be teaching direct phonics instruction to all students as part of our overall reading and writing initiative based on the work of the Teacher's College Reading and Writing Institute. This will involve teacher and reading interventionist training and purchasing the units for each classroom in K-2.</p>	<p>Direct Instruction, Materials, Academic Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/18/2018</p>	<p>06/12/2020</p>	<p>\$4000</p>	<p>Curriculum Director Teachers Principals</p>
<p>SCI 1:2 Project Lead the Way</p>	<p>In each grade 4th - 8th grade, all students will participate in at least ONE PLTW unit to work on engineering standards as explained in the NGSS standards. As teachers request training, we will try to provide.</p>	<p>Direct Instruction, Technology, Supplemental Materials, Curriculum Development, Materials, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/05/2017</p>	<p>06/12/2020</p>	<p>\$100000</p>	<p>Science Teachers Principals Curriculum Director</p>

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Lakeshore School District (Berrien)

RDG 3:3 Elementary Summer School	Students in Grades 1, 2, and 3 who meet criteria of being below reading benchmarks for their grade level will be invited to attend a two week summer school program in August taught by our classroom teachers to gear up for school year readiness in reading by making up for summer slide. The students will be provided targeted intervention based on individual need.	Direct Instruction, Class Size Reduction, Supplemental Materials, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/06/2018	08/28/2020	\$18000	Curriculum Director Classroom Teachers Principals
ORG 1:5 Instructional Technology	Teachers will use technology devices and applications in their instruction to engage learners and support content understanding. This includes finding training that support this effort of learning. (MACUL, Google, Makerspace, other technology trainings)	Technology , Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/30/2017	06/12/2020	\$2200	All teachers Principals Curriculum Directors Support Staff as designated
RDG 1:2 Building Classroom Libraries	We will be purchasing additional leveled books in needed genres (especially non-fiction and ones that support Lucy Calkins units of study) to support our reader's workshop model of instruction. The goal is to have hundreds of titles available in the classroom for students to use during independent reading time.	Direct Instruction, Supplemental Materials, Academic Support Program, Other, Teacher Collaboration	Tier 1	Getting Ready	06/12/2017	08/28/2020	\$200000	Curriculum Director Principals Teachers

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Lakeshore School District (Berrien)

<p>RDG 3:2 Reading Intervention/Extension Block</p>	<p>This 30 minute period (WIN time, Roosy Reader) will be part of every K-3 program in our elementary schools and will focus on the five main components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our primary instructional tool for below level students will be Fountas and Pinnell's Leveled Literacy Intervention (LLI) Program. Students will be grouped according to instructional level, monitored often, and groups will be re-formed based on need every quarter.</p> <p>An elective reading class will be part of the master schedule for every 6th and 7th grade student at the middle school. The primary model will be a choice reading program based on Penny Kittle's work along with skill development.</p>	<p>Direct Instruction, Technology, Supplemental Materials, Academic Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2017</p>	<p>06/12/2020</p>	<p>\$50000</p>	<p>ELA teachers Elementary teachers Reading Interventionists Principals Curriculum Director</p>
<p>WRT 1:1 Writer's Workshop (shared with RDG 1:1)</p>	<p>All staff will implement the Teacher's College Writing units of Study in grades K-8. Teachers will model and practice exemplary writing practices of all genres with students as part of direct teaching instruction and then provide quality writing feedback to students during writing conferences and other forums for feedback. Professional development opportunities will be explored to expand understanding and competence in the workshop model. Writer's Workshop follows a predictable pattern: Mini-lesson (10-15 minutes), Independent Writing (30-45 minutes), Conferring (during independent writing time), Sharing (5-10 minutes). The TOTAL goal time for the Writing Workshop is 60 minutes daily. If necessary, it can be modified some days to be a minimum of 30 minutes. This work will also involve using a consultant to provide training and to model teaching with our own students in a learning lab model. It may also include specific training on writing practices related to the workshop model, the three genres of writing and/or grammar/spelling training. Selected teachers may attend Writing Institute Training at the Teacher's College in New York in summer, fall, or spring which also supports this work.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2017</p>	<p>06/12/2020</p>	<p>\$15000</p>	<p>ELA Content Team, Teachers, Principals, Curriculum Director</p>

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Lakeshore School District (Berrien)

RDG 3:4 Link Program	Link Time is a program designed for middle school at-risk students who fall into any of the at-risk 31-A categories including, but not limited to: failing one or more core classes, free/reduced lunch, not reaching state-testing proficiency standards, family/home at-risk factors. This group of students will be identified by our intervention team and families will be invited to participate on an invitation-only basis at first then at parent request if we have more student spots to fill. The target student size of Link Time would be a group of approximately 5-10 students from each grade level. These students will work on homework and enrichment activities each day with peer-mentors available for 1:1 help.	Direct Instruction, Class Size Reduction, Supplemental Materials, Behavioral Support Program, Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/03/2019	06/12/2020	\$5000	Building Administration and Staff
ORG 1:2 Healthy Minds, Healthy Lives Initiative	<p>After surveying students, staff, and community, we have identified the need to address mental health issues with our students. We will be bringing in speakers to discuss topics such as social media, anxiety, perfectionism, etc to address student's social and emotional needs. We will also be providing educational opportunities in various settings to increase our awareness and understanding of mental health and it's impact on the education of students. Our goal is to have all staff trained in supporting student health needs such as trauma, mental first aid, ACES, and other needs as part of educating the whole child.</p> <p>We are fortunate to have an elementary counselor in each of our 3 buildings who spend 50% of their time working with at-risk students on social, emotional, behavioral, and academic goals.</p> <p>As part of this initiative, a parent series will be offered to educate our wider community on mental health issues.</p>	Supplemental Materials, Parent Involvement, Behavioral Support Program, Academic Support Program, Community Engagement, Professional Learning, Teacher Collaboration	Tier 1	Implement	07/09/2018	06/30/2021	\$15000	Curriculum Director Counselors Social Workers Teachers Principals
ORG 1:10 PBIS Initiative (Stewart)	All Stewart staff will learn tools for PBIS including such things as building relationships, school culture, alternatives to discipline, implicit bias, restorative practices, common language, etc. from Indiana University Institute faculty	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$3000	Principal Stewart Staff Curriculum Director

General Fund

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Lakeshore School District (Berrien)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTH 1.1 High School Resource Review	High School teachers will research "best practice" for math instruction using the CCSS as reflected in textbook/curricular support materials. The math content leaders and participating teachers will review current textbook publishers, pilot units and/or whole classes, and conduct an audit analysis of resources to determine which program(s) will be recommended for purchase. This may include a site visit to another district for the purpose of meeting with practicing teachers already implementing so we can ask questions, receive feedback, etc. Effective the 19-20 school year, the Math/Science Center teachers and Pre-Calc teacher will be using new texts with their students.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/12/2020	\$30000	Math Content Area Team Leaders Math teachers Principals Curriculum Director
RDG 2.3: ELL Strategies/Support	Students will be identified by language screening tools and given ELA support in buildings during the school day by an ELL teacher and/or paraprofessional. This includes training provided to the ELL teacher at regional Network Meetings as well as one annual conference (Kent ISD Kate Kinsella).	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$38000	ELL Teacher Classroom Teachers and Paras Principals
ORG 1:1 Literacy Data Collection and Analysis	Staff will assess all students in grades K-7 using NWEA MAP testing which will be given in fall, winter and spring. Staff will also use Fountas and Pinnell's benchmark assessment system for all K-5 students in fall, winter, and spring to design our student interventions for reading. Subs will be provided one day per K-5 teacher per year to allow teachers time to conduct these assessments. Teachers will collaborate in grade level teams around the results. Teachers and principals will further their understanding about the reports offered that can assist both teachers and parents in providing progress.	Technology, Other, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$18400	Teachers Principals Curriculum Director Tech Staff
RDG 1:4 Phonics	K-2 teachers will be teaching direct phonics instruction to all students as part of our overall reading and writing initiative based on the work of the Teacher's College Reading and Writing Institute. This will involve teacher and reading interventionist training and purchasing the units for each classroom in K-2.	Direct Instruction, Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	06/18/2018	06/12/2020	\$2000	Curriculum Director Teachers Principals

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Lakeshore School District (Berrien)

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTH 1:3 Math PLC Assessment Work	Elementary teachers will spend some dedicated PLC times furthering their understanding of our Bridges math program in regards to assessments and making decisions on using them formatively and summatively.	Direct Instruction, Technology, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2017	06/12/2020	\$0	Math Teachers Principals Curriculum Director
RDG 1:6 SAT Prep	All secondary staff will develop and administer SAT writing prompts and/or performance tasks at least twice annually for each course.	Direct Instruction, Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1		08/27/2019	06/12/2020	\$0	Teachers Principals Curriculum Director
WRT 1:2 Using Writing Pathways Rubrics and Checklists	Time will be allotted for teachers to analyze student writing data at least once per month during weekly PLC times. The focus will be to use the Writing Pathways resource book and the checklists and rubrics provided to deepen understanding of student writing needs. Strategies and student achievement results will be kept in the minutes and reported to the building principal.	Direct Instruction, Technology, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/12/2020	\$0	PLC teams, Principals
MTH 1:4 Bridges Resource Training	Bridges trainer (one of our own teachers) will provide one day training on our Bridges Math program for all new teachers or paras to the position.	Technology, Professional Learning	Tier 1	Implement	08/21/2017	06/12/2020	\$0	Math Lead Teacher Teachers Principals Curriculum Director

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SCI 1:3 Strengthening Vocabulary and Comprehension	Elementary teachers will discuss during grade level meetings and/or PLC's specific strategies for activating and connecting vocabulary to content. These strategies could include use of technology supplements such as A to Z, Study Island, websites, or other resources.	Technology , Supplemental Materials, Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Science SI committee members Teachers Principals Curriculum Director
MTH 1:2 Higher Level Math Tasks	Teachers will provide regular opportunities for students to solve higher level, performance-based math tasks. This will include providing students with open-ended, high interest mathematical tasks on a regular basis. Teachers will choose and develop these tasks by grade level during committee meetings and PLC times.	Direct Instruction, Technology , Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/12/2020	\$0	Math SI team Members Teachers Principals Curriculum Director
ORG 1:3 Data Meetings	Each building will establish a data team comprised of staff members who have the task to routinely look at building data, analyze what it means, communicate it to the whole staff, and establish processes for how to answer to the data by figuring out a way to structure an intervention system to support that in each grade level or department.	Direct Instruction, Technology , Supplemental Materials, Academic Support Program, Other, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/12/2020	\$0	Teachers Principals Curriculum Director
ORG 1:11 Positivity Project (Middle School)	The Positivity Project started in the 18-19 school year and will continue. During the 2019-20 school year, LMS will create videos highlighting the positive behavior expectations in contrast with unacceptable behavior. These videos will be shown to students in the early parts of the school year as well as at other times throughout the year to focus on what is expected. We will also implement a grade level challenge that will track data based on attendance, academics, behavior, etc.	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Principal Assistant Principal Staff

Special Education

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Lakeshore School District (Berrien)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RDG 4:2 Special Populations Conference	The District M-V supervisor will attend the annual MDE Special Populations Conference to gain information on collaboration and coordination with other educational and community programs serving homeless students and families.	Professional Learning	Tier 1	Getting Ready	06/14/2017	06/12/2020	\$1000	District Homeless Supervisor

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ORG 1:8 Adaptive Schools Training	Adaptive School training will be provided to all district administrators and 25 lead teachers. The goal is to provide participants with an increased capacity to initiate, develop, and sustain high functioning groups/PLC's and learn practical facilitation tools that impact daily work with students and adults.	Professional Learning	Tier 1	Getting Ready	09/02/2019	07/31/2020	\$23600	Administrators Building Leaders Lead Teachers
WRT 1:1 Writer's Workshop (shared with RDG 1:1)	All staff will implement the Teacher's College Writing units of Study in grades K-8. Teachers will model and practice exemplary writing practices of all genres with students as part of direct teaching instruction and then provide quality writing feedback to students during writing conferences and other forums for feedback. Professional development opportunities will be explored to expand understanding and competence in the workshop model. Writer's Workshop follows a predictable pattern: Mini-lesson (10-15 minutes), Independent Writing (30-45 minutes), Conferring (during independent writing time), Sharing (5-10 minutes). The TOTAL goal time for the Writing Workshop is 60 minutes daily. If necessary, it can be modified some days to be a minimum of 30 minutes. This work will also involve using a consultant to provide training and to model teaching with our own students in a learning lab model. It may also include specific training on writing practices related to the workshop model, the three genres of writing and/or grammar/spelling training. Selected teachers may attend Writing Institute Training at the Teacher's College in New York in summer, fall, or spring which also supports this work.	Direct Instruction	Tier 1	Implement	06/12/2017	06/12/2020	\$8000	ELA Content Team, Teachers, Principals, Curriculum Director

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RDG 2.2 Social Studies	Social studies teachers will participate in professional learning opportunities to learn about the C3 national standards and the MC3 curriculum. This will begin the process of learning about the new standards as they relate and merge with the common core literacy standards. Where possible, new resources will be utilized within the curriculum. We will be looking for training related to assessments for social studies in grades 6-12.	Direct Instruction, Technology, Supplemental Materials, Curriculum Development, Materials, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/30/2020	\$2000	6-12 Teachers Principals Curriculum Director
RDG 1:5 Instructional Coaching	A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be providing guidance to the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with WRT 1:3	Curriculum Development, Academic Support Program, Walkthrough, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/12/2020	\$1000	Teacher Coaches Principals Curriculum Director
ORG 1:10 PBIS Initiative (Stewart)	All Stewart staff will learn tools for PBIS including such things as building relationships, school culture, alternatives to discipline, implicit bias, restorative practices, common language, etc. from Indiana University Institute faculty	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$7000	Principal Stewart Staff Curriculum Director
WRT 1:3 Instructional Coaching (shared goal with RDG 1:5)	A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be guiding the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with RDG 1:5	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$1000	Writer's Workshop PLC Teacher Leaders Middle School Teachers Principals Curriculum Director

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RDG: 1.1 Reading Workshop and Engagement	Teachers will deepen learning around the foundations of reading workshop as our instructional model for Grades K-8. This work involves being trained in the workshop model in conjunction with Teacher's College Reading and Writing Project (TCRWP) reading units of study by a designated consultant for the next 2-3 years. This will also include professional development that supports this initiative including things like the Reading Now Network (RNN) trainings, close reading strategies, Literacy Coaches Network, further understanding around the Essential Literacy Practices as defined in Michigan, Nell Duke early literacy practices, Fountas and Pinnell, Leveled Literacy Intervention, and the five main components of reading - phonemic awareness, phonics, fluency, vocabulary/oral language, and comprehension. Selected teachers and administrators will also attend the summer, fall, or spring Reading Institute at the Teacher's College in New York.	Direct Instruction, Technology, Supplemental Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	06/12/2017	08/28/2020	\$23400	Teachers, Interventionists Principals Curriculum Director
ORG 1:6 Data and Assessment Literacy	Administrators and lead teachers will attend conferences that center on using data and assessment to become more intentional and purposeful about assessing student learning and how that impacts student achievement. Possible trainings include utilizing NWEA MAP data, AIMS web, SAT data, and formative assessment practices.	Technology, Professional Learning	Tier 1	Getting Ready	08/01/2017	06/12/2020	\$2500	Administrators Lead teachers as selected
RDG 2.3: ELL Strategies/Support	Students will be identified by language screening tools and given ELA support in buildings during the school day by an ELL teacher and/or paraprofessional. This includes training provided to the ELL teacher at regional Network Meetings as well as one annual conference (Kent ISD Kate Kinsella).	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$1700	ELL Teacher Classroom Teachers and Paras Principals
SCI 1.1 NGSS Training	Selected staff who choose to be science leaders in their buildings will be trained in NGSS essentials so that they can begin to pilot materials and bring learning back to their building teachers. Setting aside funds for NGSS training in either resources or assessment training.	Supplemental Materials, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$2000	Science Content Team Leaders Teachers Principals Curriculum Director

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
WRT 1:2 Using Writing Pathways Rubrics and Checklists	Time will be allotted for teachers to analyze student writing data at least once per month during weekly PLC times. The focus will be to use the Writing Pathways resource book and the checklists and rubrics provided to deepen understanding of student writing needs. Strategies and student achievement results will be kept in the minutes and reported to the building principal.	Direct Instruction, Technology, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/12/2020	\$0	PLC teams, Principals
RDG: 1.1 Reading Workshop and Engagement	Teachers will deepen learning around the foundations of reading workshop as our instructional model for Grades K-8. This work involves being trained in the workshop model in conjunction with Teacher's College Reading and Writing Project (TCRWP) reading units of study by a designated consultant for the next 2-3 years. This will also include professional development that supports this initiative including things like the Reading Now Network (RNN) trainings, close reading strategies, Literacy Coaches Network, further understanding around the Essential Literacy Practices as defined in Michigan, Nell Duke early literacy practices, Fountas and Pinnell, Leveled Literacy Intervention, and the five main components of reading - phonemic awareness, phonics, fluency, vocabulary/oral language, and comprehension. Selected teachers and administrators will also attend the summer, fall, or spring Reading Institute at the Teacher's College in New York.	Direct Instruction, Technology, Supplemental Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	06/12/2017	08/28/2020	\$48400	Teachers, Interventionists, Principals, Curriculum Director

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RDG 3.1 Interventionists	<p>Elementary Literacy Interventionists will work with classroom teachers to develop schedules that account for meeting several times a week with students that support Tier 2 reading needs for identified students using screeners, diagnostics, and teacher recommendations. They will also coordinate the reading intervention block that each school will have in terms of data collection, helping lead PLC conversations around student performance and leveling, coordinating materials for the intervention block teachers, and coordinating the IRP process for identified K-3 students performing below grade level.</p> <p>The middle school interventionist will meet with kids during "extended time." Extended Time will exist for 7th and 8th-grade students. Students become eligible when they are failing 2 or more core classes.</p> <p>At the high school, .2 FTE and 1 para provide individualized assistance to students in the Online Learning Center. Also at the high school is a staff position that works with at risk students to provide support and accountability so they are successful at completing their educational goals in academic classes.</p> <p>*Note - Interventionists serve both reading and writing within this goal even though the intervention is only listed in full detail here in reading</p>	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2020	\$481400	Literacy Specialists Teachers Title I Paras Principals At-risk counselors Curriculum Director
SCI 1.1 NGSS Training	<p>Selected staff who choose to be science leaders in their buildings will be trained in NGSS essentials so that they can begin to pilot materials and bring learning back to their building teachers. Setting aside funds for NGSS training in either resources or assessment training.</p>	Supplemental Materials, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$2000	Science Content Team Leaders Teachers Principals Curriculum Director

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<p>ORG 1:2 Healthy Minds, Healthy Lives Initiative</p>	<p>After surveying students, staff, and community, we have identified the need to address mental health issues with our students. We will be bringing in speakers to discuss topics such as social media, anxiety, perfectionism, etc to address student's social and emotional needs. We will also be providing educational opportunities in various settings to increase our awareness and understanding of mental health and it's impact on the education of students. Our goal is to have all staff trained in supporting student health needs such as trauma, mental first aid, ACES, and other needs as part of educating the whole child.</p> <p>We are fortunate to have an elementary counselor in each of our 3 buildings who spend 50% of their time working with at-risk students on social, emotional, behavioral, and academic goals.</p> <p>As part of this initiative, a parent series will be offered to educate our wider community on mental health issues.</p>	<p>Supplemental Materials, Parent Involvement, Behavioral Support Program, Academic Support Program, Community Engagement, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/09/2018</p>	<p>06/30/2021</p>	<p>\$167900</p>	<p>Curriculum Director Counselors Social Workers Teachers Principals</p>
<p>MTH 1:2 Higher Level Math Tasks</p>	<p>Teachers will provide regular opportunities for students to solve higher level, performance-based math tasks. This will include providing students with open-ended, high interest mathematical tasks on a regular basis. Teachers will choose and develop these tasks by grade level during committee meetings and PLC times.</p>	<p>Direct Instruction, Technology, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/08/2015</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>Math SI team Members Teachers Principals Curriculum Director</p>
<p>RDG 2.3: ELL Strategies/Support</p>	<p>Students will be identified by language screening tools and given ELA support in buildings during the school day by an ELL teacher and/or paraprofessional. This includes training provided to the ELL teacher at regional Network Meetings as well as one annual conference (Kent ISD Kate Kinsella).</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$39700</p>	<p>ELL Teacher Classroom Teachers and Paras Principals</p>

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ORG 1:3 Data Meetings	Each building will establish a data team comprised of staff members who have the task to routinely look at building data, analyze what it means, communicate it to the whole staff, and establish processes for how to answer to the data by figuring out a way to structure an intervention system to support that in each grade level or department.	Direct Instruction, Technology, Supplemental Materials, Academic Support Program, Other, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/12/2020	\$0	Teachers Principals Curriculum Director
SCI 1:2 Project Lead the Way	In each grade 4th - 8th grade, all students will participate in at least ONE PLTW unit to work on engineering standards as explained in the NGSS standards. As teachers request training, we will try to provide.	Direct Instruction, Technology, Supplemental Materials, Curriculum Development, Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	07/05/2017	06/12/2020	\$100000	Science Teachers Principals Curriculum Director
ORG 1:5 Instructional Technology	Teachers will use technology devices and applications in their instruction to engage learners and support content understanding. This includes finding training that support this effort of learning. (MACUL, Google, Makerspace, other technology trainings)	Technology, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/30/2017	06/12/2020	\$2200	All teachers Principals Curriculum Directors Support Staff as designated
ORG 1:6 Data and Assessment Literacy	Administrators and lead teachers will attend conferences that center on using data and assessment to become more intentional and purposeful about assessing student learning and how that impacts student achievement. Possible trainings include utilizing NWEA MAP data, AIMS web, SAT data, and formative assessment practices.	Technology, Professional Learning	Tier 1	Getting Ready	08/01/2017	06/12/2020	\$2500	Administrators Lead teachers as selected

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RDG 1:2 Building Classroom Libraries	We will be purchasing additional leveled books in needed genres (especially non-fiction and ones that support Lucy Calkins units of study) to support our reader's workshop model of instruction. The goal is to have hundreds of titles available in the classroom for students to use during independent reading time.	Direct Instruction, Supplemental Materials, Materials, Academic Support Program, Other, Teacher Collaboration	Tier 1	Getting Ready	06/12/2017	08/28/2020	\$200000	Curriculum Director Principals Teachers
RDG 4:1 Homeless Student Academic Support	The District M-V supervisor will maintain a database of all LEA homeless students including living situation, needs, and academic achievement and report all data as required. She will also assist teachers in coordinating efforts for learning with identified students.	Technology, Academic Support Program, Other, Teacher Collaboration	Tier 2	Implement	08/01/2017	06/12/2020	\$15400	District Homeless Supervisor Teachers
RDG 4:2 Special Populations Conference	The District M-V supervisor will attend the annual MDE Special Populations Conference to gain information on collaboration and coordination with other educational and community programs serving homeless students and families.	Professional Learning	Tier 1	Getting Ready	06/14/2017	06/12/2020	\$1000	District Homeless Supervisor
ORG 1:8 Adaptive Schools Training	Adaptive School training will be provided to all district administrators and 25 lead teachers. The goal is to provide participants with an increased capacity to initiate, develop, and sustain high functioning groups/PLC's and learn practical facilitation tools that impact daily work with students and adults.	Professional Learning	Tier 1	Getting Ready	09/02/2019	07/31/2020	\$23600	Administrators Building Leaders Lead Teachers
ORG 1:9 Administrative Leadership Training	Administrators will participate in leadership opportunities which grow individual skills that allow each to work more purposefully with others. The district has interest in building our leaders for new challenges and for succession planning within. Our interest is in the MASA sponsored Women's Leadership Conference in Petoskey on 4/30-5/1 as well as to MEMSPA/MASA sponsored conferences.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2021	\$1500	Administrators

Stewart Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

<p>WRT 1:1 Writer's Workshop (shared with RDG 1:1)</p>	<p>All staff will implement the Teacher's College Writing units of Study in grades K-8. Teachers will model and practice exemplary writing practices of all genres with students as part of direct teaching instruction and then provide quality writing feedback to students during writing conferences and other forums for feedback. Professional development opportunities will be explored to expand understanding and competence in the workshop model. Writer's Workshop follows a predictable pattern: Mini-lesson (10-15 minutes), Independent Writing (30-45 minutes), Conferring (during independent writing time), Sharing (5-10 minutes). The TOTAL goal time for the Writing Workshop is 60 minutes daily. If necessary, it can be modified some days to be a minimum of 30 minutes. This work will also involve using a consultant to provide training and to model teaching with our own students in a learning lab model. It may also include specific training on writing practices related to the workshop model, the three genres of writing and/or grammar/spelling training. Selected teachers may attend Writing Institute Training at the Teacher's College in New York in summer, fall, or spring which also supports this work.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2017</p>	<p>06/12/2020</p>	<p>\$23000</p>	<p>ELA Content Team, Teachers, Principals, Curriculum Director</p>
<p>ORG 1:1 Literacy Data Collection and Analysis</p>	<p>Staff will assess all students in grades K-7 using NWEA MAP testing which will be given in fall, winter and spring. Staff will also use Fountas and Pinnell's benchmark assessment system for all K-5 students in fall, winter, and spring to design our student interventions for reading. Subs will be provided one day per K-5 teacher per year to allow teachers time to conduct these assessments. Teachers will collaborate in grade level teams around the results. Teachers and principals will further their understanding about the reports offered that can assist both teachers and parents in providing progress.</p>	<p>Technology, Other, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$18400</p>	<p>Teachers Principals Curriculum Director Tech Staff</p>
<p>SCI 1:3 Strengthening Vocabulary and Comprehension</p>	<p>Elementary teachers will discuss during grade level meetings and/or PLC's specific strategies for activating and connecting vocabulary to content. These strategies could include use of technology supplements such as A to Z, Study Island, websites, or other resources.</p>	<p>Technology, Supplemental Materials, Academic Support Program, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>Science SI committee members Teachers Principals Curriculum Director</p>

District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

<p>WRT 1:3 Instructional Coaching (shared goal with RDG 1:5)</p>	<p>A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be guiding the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with RDG 1:5</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/12/2020</p>	<p>\$46900</p>	<p>Writer's Workshop PLC Teacher Leaders Middle School Teachers Principals Curriculum Director</p>
<p>MTH 2:4 MTSS Math Intervention</p>	<p>Classroom teachers and trained paraprofessionals will implement a program of targeted math interventions in small group settings at each elementary school. Progress will be monitored at least monthly and instructional and organizational adjustments will be made based on analysis of student assessment data which will include Bridges assessments and formative assessment measures identified by building staff. Selected math students who are identified by screeners and other data results will be the ones that receive this additional math support. Teachers will be involved in the selection of those students and in the determination of the support materials and teaching they need.</p> <p>At the middle school, students who are achieving in the bottom 10-15% who are not receiving special ed or extended time services will be eligible for Math intervention from their classroom Math teacher 2 days a week for 25 minutes (total of 50 minutes). Eligible students will be determined by a screener (Delta Math) performed the first week of the school year. Instruction will be based on data provided via the screener.</p> <p>Middle school math lab is offered two days a week for 25 minutes in 8th grade for kids who choose to come for extra help, retake tests, etc.</p>	<p>Direct Instruction, Technology, Materials, Academic Support Program, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$51000</p>	<p>Math Teachers Math Paras Principals Curriculum Director</p>
<p>MTH 1:3 Math PLC Assessment Work</p>	<p>Elementary teachers will spend some dedicated PLC times furthering their understanding of our Bridges math program in regards to assessments and making decisions on using them formatively and summatively.</p>	<p>Direct Instruction, Technology, Academic Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2017</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>Math Teachers Principals Curriculum Director</p>

District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

<p>RDG 3:2 Reading Intervention/Extension Block</p>	<p>This 30 minute period (WIN time, Roosy Reader) will be part of every K-3 program in our elementary schools and will focus on the five main components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our primary instructional tool for below level students will be Fountas and Pinnell's Leveled Literacy Intervention (LLI) Program. Students will be grouped according to instructional level, monitored often, and groups will be re-formed based on need every quarter.</p> <p>An elective reading class will be part of the master schedule for every 6th and 7th grade student at the middle school. The primary model will be a choice reading program based on Penny Kittle's work along with skill development.</p>	<p>Direct Instruction, Technology, Supplemental Materials, Academic Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2017</p>	<p>06/12/2020</p>	<p>\$50000</p>	<p>ELA teachers Elementary teachers Reading Interventionists Principals Curriculum Director</p>
<p>RDG 1:3 Reading Online Support</p>	<p>All students in K-3 will use Reading Eggs as an online, one-to-one learning component according to ability and growth. Students will be able to utilize this as part of core reading. Reading Eggs focuses on core literacy skills and is used during the week and also at home. Lexia (Hollywood) and Study Island (Stewart and Roosevelt) also provide individualized reading and math skill instruction to students with higher level questioning for students in K-5 as needed.</p>	<p>Direct Instruction, Technology, Supplemental Materials, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/12/2020</p>	<p>\$22000</p>	<p>Teachers Principals</p>
<p>MTH 1:4 Bridges Resource Training</p>	<p>Bridges trainer (one of our own teachers) will provide one day training on our Bridges Math program for all new teachers or paras to the position.</p>	<p>Technology, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2017</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>Math Lead Teacher Teachers Principals Curriculum Director</p>
<p>RDG 3:3 Elementary Summer School</p>	<p>Students in Grades 1, 2, and 3 who meet criteria of being below reading benchmarks for their grade level will be invited to attend a two week summer school program in August taught by our classroom teachers to gear up for school year readiness in reading by making up for summer slide. The students will be provided targeted intervention based on individual need.</p>	<p>Direct Instruction, Class Size Reduction, Supplemental Materials, Materials, Academic Support Program, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>08/28/2020</p>	<p>\$18000</p>	<p>Curriculum Director Classroom Teachers Principals</p>

District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

RDG 1:4 Phonics	K-2 teachers will be teaching direct phonics instruction to all students as part of our overall reading and writing initiative based on the work of the Teacher's College Reading and Writing Institute. This will involve teacher and reading interventionist training and purchasing the units for each classroom in K-2.	Direct Instruction, Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	06/18/2018	06/12/2020	\$6000	Curriculum Director Teachers Principals
RDG 1:5 Instructional Coaching	A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be providing guidance to the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with WRT 1:3	Curriculum Development, Academic Support Program, Walkthrough, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/12/2020	\$46900	Teacher Coaches Principals Curriculum Director
ORG 1:10 PBIS Initiative (Stewart)	All Stewart staff will learn tools for PBIS including such things as building relationships, school culture, alternatives to discipline, implicit bias, restorative practices, common language, etc. from Indiana University Institute faculty	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$10000	Principal Stewart Staff Curriculum Director

Roosevelt Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

WRT 1:1 Writer's Workshop (shared with RDG 1:1)	All staff will implement the Teacher's College Writing units of Study in grades K-8. Teachers will model and practice exemplary writing practices of all genres with students as part of direct teaching instruction and then provide quality writing feedback to students during writing conferences and other forums for feedback. Professional development opportunities will be explored to expand understanding and competence in the workshop model. Writer's Workshop follows a predictable pattern: Mini-lesson (10-15 minutes), Independent Writing (30-45 minutes), Conferring (during independent writing time), Sharing (5-10 minutes). The TOTAL goal time for the Writing Workshop is 60 minutes daily. If necessary, it can be modified some days to be a minimum of 30 minutes. This work will also involve using a consultant to provide training and to model teaching with our own students in a learning lab model. It may also include specific training on writing practices related to the workshop model, the three genres of writing and/or grammar/spelling training. Selected teachers may attend Writing Institute Training at the Teacher's College in New York in summer, fall, or spring which also supports this work.	Direct Instruction	Tier 1	Implement	06/12/2017	06/12/2020	\$23000	ELA Content Team, Teachers, Principals, Curriculum Director
ORG 1:1 Literacy Data Collection and Analysis	Staff will assess all students in grades K-7 using NWEA MAP testing which will be given in fall, winter and spring. Staff will also use Fountas and Pinnell's benchmark assessment system for all K-5 students in fall, winter, and spring to design our student interventions for reading. Subs will be provided one day per K-5 teacher per year to allow teachers time to conduct these assessments. Teachers will collaborate in grade level teams around the results. Teachers and principals will further their understanding about the reports offered that can assist both teachers and parents in providing progress.	Technology, Other, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$18400	Teachers Principals Curriculum Director Tech Staff
SCI 1:3 Strengthening Vocabulary and Comprehension	Elementary teachers will discuss during grade level meetings and/or PLC's specific strategies for activating and connecting vocabulary to content. These strategies could include use of technology supplements such as A to Z, Study Island, websites, or other resources.	Technology, Supplemental Materials, Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Science SI committee members Teachers Principals Curriculum Director

District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

<p>WRT 1:3 Instructional Coaching (shared goal with RDG 1:5)</p>	<p>A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be guiding the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with RDG 1:5</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/12/2020</p>	<p>\$46900</p>	<p>Writer's Workshop PLC Teacher Leaders Middle School Teachers Principals Curriculum Director</p>
<p>MTH 2:3 Homeless Student Academic Support</p>	<p>Providing academic support to homeless students attending non-Title 1 schools. (This is a shared goal with RDG 4:1)</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>Curriculum Director Principals Teachers</p>
<p>MTH 2:4 MTSS Math Intervention</p>	<p>Classroom teachers and trained paraprofessionals will implement a program of targeted math interventions in small group settings at each elementary school. Progress will be monitored at least monthly and instructional and organizational adjustments will be made based on analysis of student assessment data which will include Bridges assessments and formative assessment measures identified by building staff. Selected math students who are identified by screeners and other data results will be the ones that receive this additional math support. Teachers will be involved in the selection of those students and in the determination of the support materials and teaching they need.</p> <p>At the middle school, students who are achieving in the bottom 10-15% who are not receiving special ed or extended time services will be eligible for Math intervention from their classroom Math teacher 2 days a week for 25 minutes (total of 50 minutes). Eligible students will be determined by a screener (Delta Math) performed the first week of the school year. Instruction will be based on data provided via the screener.</p> <p>Middle school math lab is offered two days a week for 25 minutes in 8th grade for kids who choose to come for extra help, retake tests, etc.</p>	<p>Direct Instruction, Technology, Materials, Academic Support Program, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$51000</p>	<p>Math Teachers Math Paras Principals Curriculum Director</p>

District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

MTH 1:3 Math PLC Assessment Work	Elementary teachers will spend some dedicated PLC times furthering their understanding of our Bridges math program in regards to assessments and making decisions on using them formatively and summatively.	Direct Instruction, Technology, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2017	06/12/2020	\$0	Math Teachers Principals Curriculum Director
RDG 3:2 Reading Intervention/Extension Block	This 30 minute period (WIN time, Roosy Reader) will be part of every K-3 program in our elementary schools and will focus on the five main components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our primary instructional tool for below level students will be Fountas and Pinnell's Leveled Literacy Intervention (LLI) Program. Students will be grouped according to instructional level, monitored often, and groups will be re-formed based on need every quarter. An elective reading class will be part of the master schedule for every 6th and 7th grade student at the middle school. The primary model will be a choice reading program based on Penny Kittle's work along with skill development.	Direct Instruction, Technology, Supplemental Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	06/12/2017	06/12/2020	\$50000	ELA teachers Elementary teachers Reading Interventionists Principals Curriculum Director
RDG 1:3 Reading Online Support	All students in K-3 will use Reading Eggs as an online, one-to-one learning component according to ability and growth. Students will be able to utilize this as part of core reading. Reading Eggs focuses on core literacy skills and is used during the week and also at home. Lexia (Hollywood) and Study Island (Stewart and Roosevelt) also provide individualized reading and math skill instruction to students with higher level questioning for students in K-5 as needed.	Direct Instruction, Technology, Supplemental Materials, Academic Support Program	Tier 1	Implement	09/05/2017	06/12/2020	\$22000	Teachers Principals
MTH 1:4 Bridges Resource Training	Bridges trainer (one of our own teachers) will provide one day training on our Bridges Math program for all new teachers or paras to the position.	Technology, Professional Learning	Tier 1	Implement	08/21/2017	06/12/2020	\$0	Math Lead Teacher Teachers Principals Curriculum Director

District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

RDG 3:3 Elementary Summer School	Students in Grades 1, 2, and 3 who meet criteria of being below reading benchmarks for their grade level will be invited to attend a two week summer school program in August taught by our classroom teachers to gear up for school year readiness in reading by making up for summer slide. The students will be provided targeted intervention based on individual need.	Direct Instruction, Class Size Reduction, Supplemental Materials, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/06/2018	08/28/2020	\$18000	Curriculum Director Classroom Teachers Principals
RDG 1:4 Phonics	K-2 teachers will be teaching direct phonics instruction to all students as part of our overall reading and writing initiative based on the work of the Teacher's College Reading and Writing Institute. This will involve teacher and reading interventionist training and purchasing the units for each classroom in K-2.	Direct Instruction, Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	06/18/2018	06/12/2020	\$6000	Curriculum Director Teachers Principals
RDG 1:5 Instructional Coaching	A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be providing guidance to the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with WRT 1:3	Curriculum Development, Academic Support Program, Walkthrough, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/12/2020	\$46900	Teacher Coaches Principals Curriculum Director

Lakeshore Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

<p>WRT 1:1 Writer's Workshop (shared with RDG 1:1)</p>	<p>All staff will implement the Teacher's College Writing units of Study in grades K-8. Teachers will model and practice exemplary writing practices of all genres with students as part of direct teaching instruction and then provide quality writing feedback to students during writing conferences and other forums for feedback. Professional development opportunities will be explored to expand understanding and competence in the workshop model. Writer's Workshop follows a predictable pattern: Mini-lesson (10-15 minutes), Independent Writing (30-45 minutes), Conferring (during independent writing time), Sharing (5-10 minutes). The TOTAL goal time for the Writing Workshop is 60 minutes daily. If necessary, it can be modified some days to be a minimum of 30 minutes. This work will also involve using a consultant to provide training and to model teaching with our own students in a learning lab model. It may also include specific training on writing practices related to the workshop model, the three genres of writing and/or grammar/spelling training. Selected teachers may attend Writing Institute Training at the Teacher's College in New York in summer, fall, or spring which also supports this work.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2017</p>	<p>06/12/2020</p>	<p>\$23000</p>	<p>ELA Content Team, Teachers, Principals, Curriculum Director</p>
<p>RDG 2.2 Social Studies</p>	<p>Social studies teachers will participate in professional learning opportunities to learn about the C3 national standards and the MC3 curriculum. This will begin the process of learning about the new standards as they relate and merge with the common core literacy standards. Where possible, new resources will be utilized within the curriculum. We will be looking for training related to assessments for social studies in grades 6-12.</p>	<p>Direct Instruction, Technology, Supplemental Materials, Curriculum Development, Materials, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/30/2020</p>	<p>\$2000</p>	<p>6-12 Teachers Principals Curriculum Director</p>

District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

<p>ORG 1:1 Literacy Data Collection and Analysis</p>	<p>Staff will assess all students in grades K-7 using NWEA MAP testing which will be given in fall, winter and spring. Staff will also use Fountas and Pinnell's benchmark assessment system for all K-5 students in fall, winter, and spring to design our student interventions for reading. Subs will be provided one day per K-5 teacher per year to allow teachers time to conduct these assessments. Teachers will collaborate in grade level teams around the results. Teachers and principals will further their understanding about the reports offered that can assist both teachers and parents in providing progress.</p>	<p>Technology, Other, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$18400</p>	<p>Teachers Principals Curriculum Director Tech Staff</p>
<p>WRT 1:3 Instructional Coaching (shared goal with RDG 1:5)</p>	<p>A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be guiding the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with RDG 1:5</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/12/2020</p>	<p>\$46900</p>	<p>Writer's Workshop PLC Teacher Leaders Middle School Teachers Principals Curriculum Director</p>

District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

<p>MTH 2:4 MTSS Math Intervention</p>	<p>Classroom teachers and trained paraprofessionals will implement a program of targeted math interventions in small group settings at each elementary school. Progress will be monitored at least monthly and instructional and organizational adjustments will be made based on analysis of student assessment data which will include Bridges assessments and formative assessment measures identified by building staff. Selected math students who are identified by screeners and other data results will be the ones that receive this additional math support. Teachers will be involved in the selection of those students and in the determination of the support materials and teaching they need.</p> <p>At the middle school, students who are achieving in the bottom 10-15% who are not receiving special ed or extended time services will be eligible for Math intervention from their classroom Math teacher 2 days a week for 25 minutes (total of 50 minutes). Eligible students will be determined by a screener (Delta Math) performed the first week of the school year. Instruction will be based on data provided via the screener.</p> <p>Middle school math lab is offered two days a week for 25 minutes in 8th grade for kids who choose to come for extra help, retake tests, etc.</p>	<p>Direct Instruction, Technology, Materials, Academic Support Program, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$51000</p>	<p>Math Teachers Math Paras Principals Curriculum Director</p>
<p>RDG 3:2 Reading Intervention/Extension Block</p>	<p>This 30 minute period (WIN time, Roosy Reader) will be part of every K-3 program in our elementary schools and will focus on the five main components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our primary instructional tool for below level students will be Fountas and Pinnell's Leveled Literacy Intervention (LLI) Program. Students will be grouped according to instructional level, monitored often, and groups will be re-formed based on need every quarter.</p> <p>An elective reading class will be part of the master schedule for every 6th and 7th grade student at the middle school. The primary model will be a choice reading program based on Penny Kittle's work along with skill development.</p>	<p>Direct Instruction, Technology, Supplemental Materials, Materials, Academic Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2017</p>	<p>06/12/2020</p>	<p>\$50000</p>	<p>ELA teachers Elementary teachers Reading Interventionists Principals Curriculum Director</p>

District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

RDG 1:5 Instructional Coaching	A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be providing guidance to the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with WRT 1:3	Curriculum Development, Academic Support Program, Walkthrough, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/12/2020	\$46900	Teacher Coaches Principals Curriculum Director
RDG 1:6 SAT Prep	All secondary staff will develop and administer SAT writing prompts and/or performance tasks at least twice annually for each course.	Direct Instruction, Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1		08/27/2019	06/12/2020	\$0	Teachers Principals Curriculum Director
RDG 3:4 Link Program	Link Time is a program designed for middle school at-risk students who fall into any of the at-risk 31-A categories including, but not limited to: failing one or more core classes, free/reduced lunch, not reaching state-testing proficiency standards, family/home at-risk factors. This group of students will be identified by our intervention team and families will be invited to participate on an invitation-only basis at first then at parent request if we have more student spots to fill. The target student size of Link Time would be a group of approximately 5-10 students from each grade level. These students will work on homework and enrichment activities each day with peer-mentors available for 1:1 help.	Direct Instruction, Class Size Reduction, Supplemental Materials, Behavioral Support Program, Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/03/2019	06/12/2020	\$10000	Building Administration and Staff
ORG 1:11 Positivity Project (Middle School)	The Positivity Project started in the 18-19 school year and will continue. During the 2019-20 school year, LMS will create videos highlighting the positive behavior expectations in contrast with unacceptable behavior. These videos will be shown to students in the early parts of the school year as well as at other times throughout the year to focus on what is expected. We will also implement a grade level challenge that will track data based on attendance, academics, behavior, etc.	Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Principal Assistant Principal Staff

District School Improvement Plan 2019-20

Lakeshore School District (Berrien)

Lakeshore High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RDG 2.2 Social Studies	Social studies teachers will participate in professional learning opportunities to learn about the C3 national standards and the MC3 curriculum. This will begin the process of learning about the new standards as they relate and merge with the common core literacy standards. Where possible, new resources will be utilized within the curriculum. We will be looking for training related to assessments for social studies in grades 6-12.	Direct Instruction, Technology, Supplemental Materials, Curriculum Development, Materials, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/30/2020	\$2000	6-12 Teachers Principals Curriculum Director
MTH 1.1 High School Resource Review	High School teachers will research "best practice" for math instruction using the CCSS as reflected in textbook/curricular support materials. The math content leaders and participating teachers will review current textbook publishers, pilot units and/or whole classes, and conduct an audit analysis of resources to determine which program(s) will be recommended for purchase. This may include a site visit to another district for the purpose of meeting with practicing teachers already implementing so we can ask questions, receive feedback, etc. Effective the 19-20 school year, the Math/Science Center teachers and Pre-Calc teacher will be using new texts with their students.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/12/2020	\$30000	Math Content Area Team Leaders Math teachers Principals Curriculum Director
MTH 2:3 Homeless Student Academic Support	Providing academic support to homeless students attending non-Title 1 schools. (This is a shared goal with RDG 4:1)	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2020	\$1000	Curriculum Director Principals Teachers

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ORG 1:7 Online Learning for Students	High school staff will coordinate and facilitate online learning instruction for students through the E2020 program. Summer learning opportunities for credit recovery are also available for high school students.	Technology, Curriculum Development, Academic Support Program, Other, Teacher Collaboration	Tier 1	Implement	06/09/2017	06/12/2020	\$16500	High School Principal High School Staff
RDG 1:6 SAT Prep	All secondary staff will develop and administer SAT writing prompts and/or performance tasks at least twice annually for each course.	Direct Instruction, Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1		08/27/2019	06/12/2020	\$0	Teachers Principals Curriculum Director

Hollywood Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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WRT 1:1 Writer's Workshop (shared with RDG 1:1)	All staff will implement the Teacher's College Writing units of Study in grades K-8. Teachers will model and practice exemplary writing practices of all genres with students as part of direct teaching instruction and then provide quality writing feedback to students during writing conferences and other forums for feedback. Professional development opportunities will be explored to expand understanding and competence in the workshop model. Writer's Workshop follows a predictable pattern: Mini-lesson (10-15 minutes), Independent Writing (30-45 minutes), Conferring (during independent writing time), Sharing (5-10 minutes). The TOTAL goal time for the Writing Workshop is 60 minutes daily. If necessary, it can be modified some days to be a minimum of 30 minutes. This work will also involve using a consultant to provide training and to model teaching with our own students in a learning lab model. It may also include specific training on writing practices related to the workshop model, the three genres of writing and/or grammar/spelling training. Selected teachers may attend Writing Institute Training at the Teacher's College in New York in summer, fall, or spring which also supports this work.	Direct Instruction	Tier 1	Implement	06/12/2017	06/12/2020	\$23000	ELA Content Team, Teachers, Principals, Curriculum Director
ORG 1:1 Literacy Data Collection and Analysis	Staff will assess all students in grades K-7 using NWEA MAP testing which will be given in fall, winter and spring. Staff will also use Fountas and Pinnell's benchmark assessment system for all K-5 students in fall, winter, and spring to design our student interventions for reading. Subs will be provided one day per K-5 teacher per year to allow teachers time to conduct these assessments. Teachers will collaborate in grade level teams around the results. Teachers and principals will further their understanding about the reports offered that can assist both teachers and parents in providing progress.	Technology, Other, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$18400	Teachers Principals Curriculum Director Tech Staff
SCI 1:3 Strengthening Vocabulary and Comprehension	Elementary teachers will discuss during grade level meetings and/or PLC's specific strategies for activating and connecting vocabulary to content. These strategies could include use of technology supplements such as A to Z, Study Island, websites, or other resources.	Technology, Supplemental Materials, Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Science SI committee members Teachers Principals Curriculum Director

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<p>WRT 1:3 Instructional Coaching (shared goal with RDG 1:5)</p>	<p>A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be guiding the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with RDG 1:5</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/12/2020</p>	<p>\$46900</p>	<p>Writer's Workshop PLC Teacher Leaders Middle School Teachers Principals Curriculum Director</p>
<p>ORG 1:4 Leader in Me (Hollywood)</p>	<p>Hollywood Elementary is entering year six of the Leader in Me which is a whole-school transformation process. Over the years, they have focused on teaching the 7 Habits of Highly Effective People, establishing the social and emotional supports needed for their students and learning the 4 Discipline of Execution. This year, with the help of a FranklinCovey coach, Hollywood will refine previous Leader in Me initiatives while focusing on increasing student engagement by empowering them to lead their own learning.</p>	<p>Direct Instruction, Parent Involvement, Behavioral Support Program, Academic Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/09/2016</p>	<p>06/12/2020</p>	<p>\$7500</p>	<p>Principal All Staff</p>

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<p>MTH 2:4 MTSS Math Intervention</p>	<p>Classroom teachers and trained paraprofessionals will implement a program of targeted math interventions in small group settings at each elementary school. Progress will be monitored at least monthly and instructional and organizational adjustments will be made based on analysis of student assessment data which will include Bridges assessments and formative assessment measures identified by building staff. Selected math students who are identified by screeners and other data results will be the ones that receive this additional math support. Teachers will be involved in the selection of those students and in the determination of the support materials and teaching they need.</p> <p>At the middle school, students who are achieving in the bottom 10-15% who are not receiving special ed or extended time services will be eligible for Math intervention from their classroom Math teacher 2 days a week for 25 minutes (total of 50 minutes). Eligible students will be determined by a screener (Delta Math) performed the first week of the school year. Instruction will be based on data provided via the screener.</p> <p>Middle school math lab is offered two days a week for 25 minutes in 8th grade for kids who choose to come for extra help, retake tests, etc.</p>	<p>Direct Instruction, Technology, Materials, Academic Support Program, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$51000</p>	<p>Math Teachers Math Paras Principals Curriculum Director</p>
<p>MTH 1:3 Math PLC Assessment Work</p>	<p>Elementary teachers will spend some dedicated PLC times furthering their understanding of our Bridges math program in regards to assessments and making decisions on using them formatively and summatively.</p>	<p>Direct Instruction, Technology, Academic Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2017</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>Math Teachers Principals Curriculum Director</p>

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<p>RDG 3:2 Reading Intervention/Extension Block</p>	<p>This 30 minute period (WIN time, Roosy Reader) will be part of every K-3 program in our elementary schools and will focus on the five main components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our primary instructional tool for below level students will be Fountas and Pinnell's Leveled Literacy Intervention (LLI) Program. Students will be grouped according to instructional level, monitored often, and groups will be re-formed based on need every quarter.</p> <p>An elective reading class will be part of the master schedule for every 6th and 7th grade student at the middle school. The primary model will be a choice reading program based on Penny Kittle's work along with skill development.</p>	<p>Direct Instruction, Technology, Supplemental Materials, Academic Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2017</p>	<p>06/12/2020</p>	<p>\$50000</p>	<p>ELA teachers Elementary teachers Reading Interventionists Principals Curriculum Director</p>
<p>RDG 1:3 Reading Online Support</p>	<p>All students in K-3 will use Reading Eggs as an online, one-to-one learning component according to ability and growth. Students will be able to utilize this as part of core reading. Reading Eggs focuses on core literacy skills and is used during the week and also at home. Lexia (Hollywood) and Study Island (Stewart and Roosevelt) also provide individualized reading and math skill instruction to students with higher level questioning for students in K-5 as needed.</p>	<p>Direct Instruction, Technology, Supplemental Materials, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/12/2020</p>	<p>\$22000</p>	<p>Teachers Principals</p>
<p>MTH 1:4 Bridges Resource Training</p>	<p>Bridges trainer (one of our own teachers) will provide one day training on our Bridges Math program for all new teachers or paras to the position.</p>	<p>Technology, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2017</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>Math Lead Teacher Teachers Principals Curriculum Director</p>
<p>RDG 3:3 Elementary Summer School</p>	<p>Students in Grades 1, 2, and 3 who meet criteria of being below reading benchmarks for their grade level will be invited to attend a two week summer school program in August taught by our classroom teachers to gear up for school year readiness in reading by making up for summer slide. The students will be provided targeted intervention based on individual need.</p>	<p>Direct Instruction, Class Size Reduction, Supplemental Materials, Materials, Academic Support Program, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>08/28/2020</p>	<p>\$18000</p>	<p>Curriculum Director Classroom Teachers Principals</p>

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RDG 1:4 Phonics	K-2 teachers will be teaching direct phonics instruction to all students as part of our overall reading and writing initiative based on the work of the Teacher's College Reading and Writing Institute. This will involve teacher and reading interventionist training and purchasing the units for each classroom in K-2.	Direct Instruction, Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	06/18/2018	06/12/2020	\$6000	Curriculum Director Teachers Principals
RDG 1:5 Instructional Coaching	A 5th grade teacher will be coaching the new teachers hired in elementary several times to teach the workshop model of instruction as well as the units. The goal is to get those teachers on par with everyone else as well as provide a supportive coaching model of feedback. A middle school ELA teacher will also be providing guidance to the middle school ELA teachers through extensive curriculum and instructional embedded coaching and planning, along with classroom visits to insure proper implementation of our units of study for reading and writing. SHARED GOAL with WRT 1:3	Curriculum Development, Academic Support Program, Walkthrough, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/12/2020	\$46900	Teacher Coaches Principals Curriculum Director