

2019-2020 District Improvement Plan

Van Buren Public Schools

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Overview

Plan Name

2019-2020 District Improvement Plan

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|--|----------------|---------------|
| 1 | Van Buren Public Schools will increase the percentage of students proficient in Mathematics | Objectives: 1 Strategies: 4 Activities: 16 | Academic | \$0 |
| 2 | Van Buren Public Schools will increase the percentage of students proficient in English Language Arts | Objectives: 1 Strategies: 7 Activities: 29 | Academic | \$0 |
| 3 | Van Buren Public Schools will increase the percentage of students proficient in Science. | Objectives: 1 Strategies: 3 Activities: 12 | Academic | \$0 |
| 4 | Van Buren Public Schools will increase the percentage of students proficient in Social Studies. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$0 |
| 5 | Van Buren Public Schools will strengthen the conditions that support a well-rounded educational experience for all students. | Objectives: 1 Strategies: 8 Activities: 33 | Organizational | \$0 |

Goal 1: Van Buren Public Schools will increase the percentage of students proficient in Mathematics

Measurable Objective 1:

48% of All Students will demonstrate a proficiency on the M Step in Mathematics by 06/30/2022 as measured by increasing the proficiency rate by 4.5% per year..

Strategy 1:

High Quality Instruction - All teachers will implement research based instructional strategies listed in the district's Vision of High Quality Subject-Specific Instruction documents. Strategies will be the focus of professional development activities, professional learning teams (PLTs), data driven dialogues, coaching sessions, and teacher goals for improving academic instruction. This strategy is aligned with the 5 Year Strategic Plan goal: We will increase student achievement across all grade levels and subject areas.

Category: Mathematics

Research Cited: MDE Top 10 in 10 Years putting Michigan on the map as a premier education state: Goal 2: Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

Grouws, D. A. "Chapter 7. Mathematics." In Handbook of Research on Improving Student Achievement, 3rd ed., edited by G. Cawelti. Arlington, Va.: Educational Research Service, 2004.

The quality of the implementation of a teaching practice also greatly influences its impact on student learning. The value of using manipulative materials to investigate a concept, for example, depends not only on whether manipulatives are used, but also on how they are used with the students. Similarly, small-group instruction will benefit students only if the teacher knows when and how to use this teaching practice

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

Research on the role of the teachers in high performing, high poverty districts has indicated that the implementation of effective instructional practices produced academic success.

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

The effect that a teacher has on academic achievement could be found in: (a) utilizing effective classroom management techniques, (b) making intelligent decisions on the most successful instructional strategies to employ, and (c) creating a classroom curriculum to assist student learning.

Haycock, K. (2001). Closing the achievement gap. Educational Leadership, 58(6), 6-11.

Research conducted provided evidence to the fact that all students could learn, but they must be provided with sufficient time and quality instruction to achieve.

Tier: Tier 1

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| Activity - High Quality Instruction- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|------------------------------|--|
| Select staff will attend a variety of professional development activities to enhance and enrich mathematics instruction and solidify teaching strategies including the workshop model, STEM learning, and differentiated instruction. This will be combined with job-embedded training for all staff on implementation of high quality instructional strategies provided by building principals and instructional coaches. Registration fees and sub costs will be paid with Title Ila funds. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Instructional Coaches, Staff |
| Activity - High Quality Instruction- Walkthroughs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Building Leaders will conduct classroom walkthroughs to monitor implementation of high quality instructional practices and to collect implementation feedback. Data collected will be utilized to provide support for individual staff as well as determine training needs of the building. Schools: All Schools | Monitor, Walkthrough | Tier 1 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | No Funding Required | Building Principals, Director of Instruction, Instructional Coaches, Staff |
| Activity - Professional Learning Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Time will be allocated for Professional Learning Teams (PLTs) to engage in teacher collaborative routines including use of data, instructional design and delivery, deepening knowledge of student learning, and reflective practice. If the professional learning team is involved in training or a coaching session, stipends or subs will be provided using Section 31a or Title Ila funds. Schools: All Schools | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A, Section 31a | Director of Instruction, Coaching Coordinator, Building Principals, instructional coaches, staff |
| Activity - Instructional Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|-----------------------|--------|-----------|------------|------------|-----|---|---|
| <p>The district will employ instructional coaches/content experts as both a method of improving student academic achievement and enhancing professional growth for teachers. The main duty of each coach/content expert will be to support teachers. Coaches/content experts will provide leadership within the school, work cooperatively and collaboratively with other professionals, serve as a resource, consult with teachers on a one-to-one basis, facilitate small group discussions, model lessons, observe in classrooms, assist in devising strategies for hard-to-reach students, serve as a liaison between administration and teachers, provide professional development opportunities, assist with the administration and analysis of assessments, and become involved in evaluating the school plans. They will facilitate on-going, job embedded professional development.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund, Title I Part A, Section 31a | Director of Instruction, State and Federal Programs Coordinator, Building Principals, Instructional Coaches |
|--|-----------------------|--------|-----------|------------|------------|-----|---|---|

| Activity - Instructional Rounds | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>Building leaders and/or instructional coaches will work with staff to develop a shared practice of observing, discussing, and analyzing learning and teaching as small groups of educators make a series of visits to classrooms to observe specific behaviors, then share the results of their visits with the observed teachers. The aim of instructional rounds is to observe instructional strategies to determine root causes for problems and work toward positive outcomes. In the event training or coaching occur during the school day, substitutes will be provided with Title IIa funds.</p> <p>Schools: All Schools</p> | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Instructional Coaches/Interventionists, Staff |

| Activity - Academic Vocabulary and SIOP Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|------------------------------------|--|
| <p>Select classroom teachers will receive training in the SIOP Model, which is a research-based and validated model of sheltered instruction to help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Section 41, Title II Part A, Other | Director of Instruction, Coordinator of State and Federal Programs, Teachers |

Strategy 2:

Multi-Tiered Systems of Support - The district continues to establish and implement a high quality multi-tiered system of support (MTSS) to provide interventions to address academic and/or behavioral needs of individual students. This includes differentiated teaching within tier 1, use of data to inform instruction, employing a wide

array of academic strategies, and building a comprehensive network of student support. The district will continue to establish and implement a high quality multi-tiered system of support (MTSS) to provide interventions to address academic and/or behavioral needs of individual students. This strategy is aligned to the MTSS goal in our 5 Year Strategic Plan and includes employing a wide array of academic strategies and building a comprehensive network of student support.

Category: Learning Support Systems

Research Cited: MDE Top 10 in 10 Years: Putting Michigan on the map as a premiere education state Strategy 2.2 Establish and implement with fidelity a high-quality multi-tiered system of supports (universal education)

Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin (2005). Introduction to the threetier reading model: Reducing reading difficulties for kindergarten through thirdgrade students (4th ed.). Austin, TX: author The Three-Tier Reading Model provides a process for delivering quality reading instruction and reducing the prevalence of reading difficulties in kindergarten through third-grade students. The model provides a strong emphasis on methods and strategies grounded in scientifically based reading research (SBRR), and use of assessment instruments, including screening and progress-monitoring measures, and suggests ongoing professional development for teachers. The Three-Tier Reading Model is meant to be descriptive of how to approach instruction for students with reading difficulties, not prescriptive of the only way to proceed.

Research Cited: Allington, R.L. (2009). What Really Matters in Response to Intervention. Pearson Education. Boston, MA.

RTI is not something that happens in special education, rather it is a method for teaching all students that needs to be driven by general education teachers in the general education classrooms. student gains are tied to teacher expertise, that meaning-focused instruction results in greater gains than a skills-based approach, and that growth is maximized when students read books they want to read and can read easily.

Tier: Tier 2

| Activity - Before, During or After School Tutoring and Summer Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-----------------------------|--|
| Identified students including 31a, Homeless and/or English Learners will be encouraged to participate in before, during or after school tutoring with math interventionists and teachers to master basic math skills. The high school students who need extra time to complete courses for credit will be encouraged to participate in a summer school program. Transportation may be provided. If students identified as homeless need additional support to attend, the district will provide the additional needed services. | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title I Part A, Section 31a | Director of Instruction, Building Principals, Math Interventionists and Teachers |
| Schools: All Schools | | | | | | | | |

| Activity - Math Intervention Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Title I and 31a Intervention staff will provide large and small group push-in or pull-out differentiated instruction to identified students in grades K-12 before, during and after school hours. McBride Middle School students will receive small group intervention support in Instructional Learning Hour (ILH) and Power Hour. High School freshman at risk of not scoring proficient will have smaller class sizes and specific supports in math. Schools: All Schools | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title I Part A, Section 31a | Building Administration, Title I and 31a Intervention Staff |
|---|--------------------------|--------|-----------|------------|------------|-----|-----------------------------|---|

| Activity - Kinder Kamp- Kindergarten Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------------|--------|-----------|------------|------------|-------------------|-----------------------------|--|
| All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Kindergarten teachers from each building will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively. Schools: Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School | Academic Support Program, Evaluation | Tier 1 | Implement | 08/01/2018 | 06/30/2022 | \$0 | Section 31a, Title I Part A | Director of Instruction, Building Administration and Kindergarten Teaching Staff. Additional staff will be hired, if building level teachers are not available to participate. |

| Activity - Peer Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------------------------|
| A structured, systematic, peer-mediated teaching strategy where students gain knowledge from each other through practice and reinforcement. Schools: McBride Middle School | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | Building leaders and classroom staff |

Strategy 3:

Project Based Learning - Staff will incorporate project-based learning to engage and empower learners. Teachers will empower learners by designing complex, authentic challenges that engage students, require them to demonstrate mastery of mathematics knowledge, and foster written and oral communication skills. In addition, by making learning relevant and creating a collaborative learning culture, students will become connected to, engaged with, and challenged by their school, teachers and peers.

Category: Mathematics

Research Cited: Baumgartner, Erin & Zabin, Chela. (2008). A case study of project based instruction in the ninth grade: a semester long study of intertidal biodiversity. Environmental Education Research - ENVIRON EDUC RES. 14. 97-114. 10.1080/13504620801951640. Project Based Learning: Comparative studies identified for this review found project-based learning to be an effective means of teaching both content information and related skills. Students in project- based classrooms exhibited greater gains in content knowledge than their traditionally taught peers.

Mergendoller, J. R. , Maxwell, N. L. , & Bellisimo, Y. (2006). The Effectiveness of Problem-Based Instruction: A Comparative Study of Instructional Methods and Student Characteristics. Interdisciplinary Journal of Problem-Based Learning, 1(2). Available at: <https://doi.org/10.7771/1541-5015.1026> Several studies indicated that the beneficial academic effects of project-based instruction were most pronounced for middle to low-achieving students.

Condliffe, B., Visher, M. G., Bangser, M. R., Drohojowska, S., & Saco, L. (2016). Project-Based Learning: A Literature Review. New York, NY: MDRC. The design principles most commonly used in PBL align well with the goals of preparing students for deeper learning, higher-level thinking skills, and intra/interpersonal skills.

Tier: Tier 1

| Activity - Project Based Learning- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Staff will receive training on implementation of project based learning. This may include in-services, attending workshops, and attending the New Tech Annual Conference to learn to design complex and authentic challenges to engage students in project based learning. Cost of Registration, substitutes, stipends, and travel may be paid with Title IIa funds. Schools: All Schools | Professional Learning | Tier 1 | Getting Ready | 05/10/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals |

Strategy 4:

Balanced Instruction - All students will build conceptual understanding through balanced mathematics instruction. Teachers will utilize digital technology, direct instruction and experiential learning to build students' conceptual understanding and procedural fluency to develop a long-lasting mastery of mathematics. This strategy aligns with the 5 Year Strategic Plan: We will increase student achievement across all grade levels and subject areas.

Category: Mathematics

Research Cited: What Does Good Math Instruction Look Like? Principal (Reston, Va.) v. 87 no. 1 (September/October 2007) p. 51-4, Vol. 87, No. 1. (2007), pp. 51-54 by Nancy Protheroe. An important key to developmentally appropriate mathematics instruction, at any age or grade level, is achieving balance between teaching for conceptual understanding and teaching for procedural fluency.

Tier: Tier 1

| Activity - Math Techbook Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Select 6th grade staff and all 7th and 8th grade mathematics teachers will attend two days of training Session 3: Using Formative Assessment to Adapt Instruction and Session 4: Maximizing Student Engagement with Math Techbook. Schools: Owen Intermediate School, McBride Middle School | Professional Learning | Tier 1 | Implement | 07/01/2019 | 06/30/2020 | \$0 | Title II Part A | Director of Instruction, Building Principals |
| Activity - Math Techbook- Instructional Support Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Mathematics teachers using the Math Techbook program and administrators will receive instructional support coaching sessions to solidify implementation of balanced learning utilizing the experiential learning cycle and discuss topics including student collaboration and flipped classrooms. Schools: Owen Intermediate School, McBride Middle School | Professional Learning | Tier 1 | Implement | 08/27/2018 | 06/30/2019 | \$0 | Title II Part A | Director of Instruction, Building Principals, Mathematics Teachers |
| Activity - Big Ideas Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| High School Mathematics teachers, administrators, and coaches will receive training to utilize digital technologies to provide balanced instruction using Big Ideas Math Program. Schools: Belleville High School | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund | Director of Instruction, Building Principal, Instructional Technology Coaches |
| Activity - Everyday Mathematics Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teaching staff in grades K-6 new to the district will participate in professional development on how to implement balanced instruction utilizing the Everyday Math program. Teachers already trained in the program will receive job embedded, ongoing coach/content expert supported professional development. Math training will be provided by the district instructional coaches/content experts or training fees will be paid with Title IIa funds for outside trainers or workshops. Substitute costs (if training takes place during the school day) and stipends for summer work may be paid with Title IIa funds. Schools: Owen Intermediate School, Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Instructional Coaches |

| Activity - STEM Activities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will participate in STEM based learning opportunities increasing application of real-world, cross curricular learning. Schools: All Schools | Implementation | Tier 1 | Implement | 09/03/2019 | 06/30/2022 | \$0 | General Fund | Building Leaders, Director of Instruction, Teachers |

Goal 2: Van Buren Public Schools will increase the percentage of students proficient in English Language Arts

Measurable Objective 1:

65% of All Students will demonstrate a proficiency on M-STEP in English Language Arts by 06/30/2022 as measured by increasing the proficiency rate by 8.5% per year..

Strategy 1:

Multi-Tiered Systems of Support - The district continues to refine processes to ensure implementation of a high quality multi-tiered system of support (MTSS) to provide interventions to address academic and/or behavioral needs of individual students. This includes differentiated, small group teaching within tier 1, use of data to inform instruction, employing a wide array of academic strategies, and building a comprehensive network of student support. This strategy is aligned to the MTSS goal in our 5 Year Strategic Plan.

Category: Learning Support Systems

Research Cited: Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin (2005). Introduction to the threetier reading model: Reducing reading difficulties for kindergarten through thirdgrade students (4th ed.). Austin, TX: author The Three-Tier Reading Model provides a process for delivering quality reading instruction and reducing the prevalence of reading difficulties in kindergarten through third-grade students. The model provides a strong emphasis on methods and strategies grounded in scientifically based reading research (SBRR), and use of assessment instruments, including screening and progress-monitoring measures, and suggests ongoing professional development for teachers. The Three-Tier Reading Model is meant to be descriptive of how to approach instruction for students with reading difficulties, not prescriptive of the only way to proceed.

Research Cited: Allington, R.L. (2009). What Really Matters in Response to Intervention. Pearson Education. Boston, MA.

RTI is not something that happens in special education, rather it is a method for teaching all students that needs to be driven by general education teachers in the general education classrooms. student gains are tied to teacher expertise, that meaning-focused instruction results in greater gains than a skills-based approach, and that growth is maximized when students read books they want to read and can read easily.

Tier: Tier 2

| Activity - Before, During or After School Tutoring and Summer Program in Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--------------------------|--------|-----------|------------|------------|-----|-----------------------------|---|
| <p>Identified students including 31a, Homeless and/or English Learners will be encouraged to participate in before, during or after school tutoring and work with teachers and interventionists on reading intervention strategies. High School students who need support to earn English credits will be encouraged to participate in a summer school program or other credit recovery options. Transportation may be provided for before or after school and summer program. If students identified as homeless need additional support to attend, the district will provide the additional needed services.</p> <p>Schools: Owen Intermediate School, Belleville High School, McBride Middle School, Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School</p> | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Section 31a, Title I Part A | Director of Instruction, Building Principals, Teachers and Interventionists |
|--|--------------------------|--------|-----------|------------|------------|-----|-----------------------------|---|

| Activity - ELA Intervention Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-----------------------------|--|
| <p>Title I and 31a Intervention staff will be hired to provide large and small group push-in or pull-out differentiated instruction to identified students in grades K -12 before, during and after school hours.</p> <p>Schools: Owen Intermediate School, Belleville High School, McBride Middle School, Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School</p> | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | Section 31a, Title I Part A | Building Administration and Title I and 31a Intervention Staff |

| Activity - Kindergarten Intervention- Kinder Kamp | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------------|--------|----------|------------|------------|-------------------|-----------------------------|--|
| <p>All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Each building's Kindergarten teachers will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively.</p> <p>Schools: Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School</p> | Academic Support Program, Evaluation | Tier 1 | Evaluate | 07/01/2018 | 06/30/2022 | \$0 | Section 31a, Title I Part A | Director of Instruction, Building Administration and Kindergarten Teaching Staff. Additional staff will be hired, if building level teachers are not available to participate. |

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| Activity - RISE Framework | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-----------------------------|---|
| <p>The Next Step Forward in Reading Intervention: The RISE framework to implement intensive, short-term, targeted reading intervention will be utilized in select grades.</p> <p>Schools: Owen Intermediate School, McBride Middle School, Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School</p> | Academic Support Program | Tier 2 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Title I Part A, Section 31a | State and Federal Program Coordinator, Interventionists, MTSS Team Chairs |
| Activity - Individualized Reading Plan Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>K-4 Elementary staff will collaborate with parents to develop individual reading plans for students that are identified as below grade level.</p> <p>Schools: Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School</p> | Academic Support Program | Tier 2 | | 08/28/2018 | 06/30/2022 | \$0 | No Funding Required | K-4 Staff |

Strategy 2:

Reading and Writing Across the Content Areas - Teachers will implement reading and writing across the content areas to boost children's critical thinking skills, make meaning that will result in understanding content, and to demonstrate understanding. This strategy aligns with the 5 Year Strategic Plan: We will increase student achievement across all grade levels and subject areas.

Category: English/Language Arts

Research Cited: Reading Apprenticeship Academic Literacy Course and Its Effect on Reading Comprehension (2005-2008). Funded by: Institute of Education Sciences, U.S. Department of Education Methodology: Randomized controlled study. Findings from this study demonstrated that the Reading Apprenticeship Academic Literacy Course had a positive and statistically significant impact on students' reading comprehension scores — a 33% improvement over and above what the students would have achieved if they had not had the opportunity to attend the course. In addition, the course had a positive and statistically significant impact on students' grade point averages in core academic classes and their performance on state standardized tests.

Peterson, S.S. (2007). Teaching Content with the Help of Writing Across the Curriculum.

Middle School Journal, 39.

Content area classrooms are the ideal places for helping students to develop as writers, as well as content learners. While teachers employ activities that involve skills required for learning-based writing and writing that demonstrates mastery, they reinforce the content taught in their classrooms. Using this process, students learn valuable writing skills across the curriculum.

Tier: Tier 1

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| Activity - Reading Apprenticeship Teacher Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------------|--------|----------|------------|------------|-------------------|--|--|
| <p>All 5th - 12th grade new and existing core content teachers who have not been trained in Reading Apprenticeship will receive RA teacher training. Building administrators may receive the RA training to support their efforts in completing teacher evaluations. All Reading Apprenticeship trained teachers may have the opportunity for job embedded coaching using RA strategies. If needed, registration fees and the cost of substitutes will be provided with Title IIa or Section 31a funds.</p> <p>Schools: Owen Intermediate School, Belleville High School, McBride Middle School</p> | Professional Learning, Implementation | Tier 1 | Evaluate | 07/01/2018 | 06/30/2022 | \$0 | General Fund, Section 31a, Title II Part A | Building administration, all core content teachers and Reading Apprenticeship trainers |
| Activity - Writing Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>Staff will attend training and receive job embedded professional development on writing rubrics, traits of writing, genres, and techniques to incorporate writing in their content area. Teachers at Edgemont Elementary will do a book study using The Writing Strategies Book. All teachers will engage in collective scoring of writing assignments to build coherence and develop a common language across content areas. Title IIa funds will be used for registration fees, materials, stipends, travel, and subs for professional development.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Building Principal, Director of Instruction, Instructional Coaches, Staff |
| Activity - Handwriting Without Tears- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>Handwriting Without Tears program and materials will be utilized to teach the foundation skill of handwriting that can influence reading, writing, language use, and critical thinking.</p> <p>Schools: Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School</p> | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Building Principals, Instructional Coaches, Staff |

Strategy 3:

Phonics First - All Young 5's and Kindergarten through 3rd grade classroom teachers, self-contained special education staff, resource room staff, Title I and 31a intervention staff will implement the Phonics First program within their instruction. Based on the Orton-Gillingham approach to reading, Phonics First® is a language-based, multi-sensory, structured, sequential, cumulative, cognitive, and flexible program. This strategy aligns with the 5 Year Strategic Plan: We will increase student achievement across all grade levels and subject areas.

Category: English/Language Arts

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Research Cited: The two studies that found the Orton Gillingham based approach to be more effective on all measures than the control intervention approach are by Litcher & Roberge (1979) and by Joshi et al. (2002). The analysis determined that the Orton Gillingham approach was significantly superior to the basal reading approach on all subtests.

Tier: Tier 1

| Activity - Phonics First Training and Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|--------|-----------|------------|------------|-------------------|------------------------------|--|
| All new Kindergarten through 3rd grade classroom teachers, K-4 Instructional Coaches and ELA interventionists will receive training on Phonics First. As part of the training, each teacher will receive an essential teacher kit to facilitate the training. Instructional coaches will provide job embedded support throughout the year. Stipends (if training occurs in the summer), subs and online training fees (if needed) will be paid with Title IIa or 31a funds. Schools: Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School | Professional Learning, Monitor | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A, Section 31a | Director of Instruction, building level administration, classroom teachers, special education staff, and Title I and 31a staff |

Strategy 4:

High Quality Literacy Instruction - All teachers will implement research based instructional strategies listed in the district's Vision of High Quality Subject-Specific Instruction documents. Strategies will be the focus of professional development activities, professional learning teams (PLTs), data driven dialogues, coaching sessions, and teacher goals for improving academic instruction. This strategy is aligned with the 5 Year Strategic Plan goal: We will increase student achievement across all grade levels and subject areas.

Category: English/Language Arts

Research Cited: Hamilton, L., R. Halverson, S. Jackson, E. Mandinach, J. Supovitz, and J. Wayman. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, D.C.: 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/>. Learning communities can foster teachers' skill in using data to inform instructional decisions. Access to high-quality instruction and content may be particularly important in mitigating the effect of socioeconomic status on reading achievement.

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

Research on the role of the teachers in high performing, high poverty districts has indicated that the implementation of effective instructional practices produced academic success.

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

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The effect that a teacher has on academic achievement could be found in: (a) utilizing effective classroom management techniques, (b) making intelligent decisions on the most successful instructional strategies to employ, and (c) creating a classroom curriculum to assist student learning.

Haycock, K. (2001). Closing the achievement gap. Educational Leadership, 58(6), 6-11.

Research conducted provided evidence to the fact that all students could learn, but they must be provided with sufficient time and quality instruction to achieve.

Tier: Tier 1

| Activity - High Quality Instructional Strategies Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Select staff will attend a variety of professional development activities including Pathways to Third Grade Reading Proficiency, Essential Instructional Practices for Literacy, Reading and/or Writing Workshop, Guided Reading and other Wayne RESA pd offerings to enhance and enrich literacy instruction and solidify teaching strategies in reading and writing. This will be combined with job-embedded training for all staff on implementation of high quality instructional strategies provided by building principals and instructional coaches. Registration fees and sub costs will be paid with Title IIa funds. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Staff |

| Activity - High Quality Instruction- Walkthroughs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Administrators will conduct classroom walk throughs to monitor implementation of high quality instructional practices and to collect implementation feedback. Data collected will be utilized to provide support for individual staff as well as determine training needs of the building. Schools: All Schools | Monitor, Walkthrough | Tier 1 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | No Funding Required | Building Principals, Director of Instruction, Instructional Coaches, Staff |

| Activity - Professional Learning Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|------------------------------|--|
| Time will be allocated for Professional Learning Teams (PLTs) to engage in teacher collaborative routines including use of data, instructional design and delivery, deepening knowledge of student learning, and reflective practice. If the professional learning team is involved in training or a coaching session, stipends or subs will be provided using Title IIa or Section 31a funds. Schools: All Schools | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A, Section 31a | Director of Instruction, Coaching Coordinator, Building Principals, Instructional Coaches, Staff |

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| Activity - Instructional Rounds | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---|---|
| <p>Building leaders or instructional coaches will work with staff to develop a shared practice of observing, discussing, and analyzing learning and teaching. Small groups of educators will make a series of visits to classrooms to observe specific behaviors, then share the results of their visits with the observed teachers. The aim of instructional rounds is to observe learning strategies, enhance teachers' pedagogical skills, and develop a shared understanding of what high-quality instruction looks like. In the event training or coaching occur during the school day, substitutes will be provided with Title IIa funds</p> <p>Schools: All Schools</p> | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Instructional Coaches/Interventionists, Staff |
| Activity - Instructional Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>The district will employ instructional coaches as both a method of improving student academic achievement and to enhance professional growth for teachers. The main duty of each coach/content expert will be to support teachers. Coaches/content experts will provide leadership within the school, work cooperatively and collaboratively with other professionals, serve as a resource, consult with teachers on a one-to-one basis, facilitate small group discussions, model lessons, observe in classrooms, assist in devising strategies for hard-to-reach students, serve as a liaison between administration and teachers, provide professional development opportunities, assist with the administration and analysis of assessments, and become involved in evaluating the school plans. They will facilitate on-going, job embedded professional development.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title I Part A, Section 31a, General Fund | Director of Instruction, State and Federal Programs Coordinator, Building Principals, Instructional Coaches |
| Activity - Essential Instructional Practices for Literacy- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|---------------------------------------|--------|-----------|------------|------------|-----|-----------------|---|
| Teachers, coaches and building leaders will receive training on implementing the instructional strategies from the Early Literacy Task Force recommendations including reading and writing across the curriculum, differentiated small groups, and read alouds. Additionally, teachers will work in professional learning teams to align these practices to their newly developed curriculum documents. Registration fees and sub costs will be paid with Title IIa funds. Schools: Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Building Principals, Instructional Coaches, Staff |
|---|---------------------------------------|--------|-----------|------------|------------|-----|-----------------|---|

| Activity - Mentor Texts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------------------|--|
| Mentor texts will be utilized in elementary classrooms. The building principal and instructional coach will lead a book studies, meet with PLTs, and support individual teachers to implement mentor texts in small and whole group settings to model reading and writing skills and processes. Schools: Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A, General Fund | Building Principal, Instructional Coach, Staff |

| Activity - Small Group Guided Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------------|--------|-------|------------|------------|-------------------|-------------------|--|
| Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop." Schools: Owen Intermediate School, Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School | Professional Learning, Implementation | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Building Principal, Instructional Coach, Staff |

| Activity - Strategy Based Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|-----------------------|--------|-----------|------------|------------|-----|-------------------------------|--|
| Building Principal and Instructional Coaches at all buildings will work with the entire staff, and in PLTs, to implement reading and writing strategies found in Michigan K-12 ELA standards. Staff will participate in the following book studies led by the building principal and instructional coaches: Owen Intermediate: No More Independent Reading Without Support Savage: No More “Look Up the List” Vocabulary Instruction Schools: Owen Intermediate School, Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund, Title II Part A | Building Principal, Instructional Coach, Staff |
|---|-----------------------|--------|-----------|------------|------------|-----|-------------------------------|--|

| Activity - Literature Circles | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| English Language Arts teachers and interventionists will receive training on how to create and implement literature circles. Registration fees and sub costs will be paid with Title IIa funds. Schools: All Schools | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Building Principals, Instructional Coaches, Interventionists, ELA Staff |

| Activity - Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-------|------------|------------|-------------------|-------------------|--|
| Students will receive differentiated ELA instruction based on data to ensure they are working at their instructional level. Staff will attend trainings and principals and instructional coaches at each building will lead professional learning in differentiated instruction, and use of assessment data to create plans for differentiating instruction. Schools: All Schools | Professional Learning, Direct Instruction | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Instructional Coaches, Staff |

| Activity - Curriculum Implementation and Resource Mapping | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| As K-6 moves to the MAISA ELA curriculum units, district and building leaders will ensure that appropriate resources are available and teacher have appropriate training to ensure all students have equitable access to the curriculum. This is aligned to MDE Strategy 2.4a "Ensure a viable curriculum is accessible to all students". Schools: Owen Intermediate School, Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School | Implementation, Curriculum Development, Policy and Process, Materials | Tier 1 | Implement | 06/17/2019 | 06/30/2022 | \$0 | General Fund | Director of Instruction, Federal and State Program Coordinator, Instructional Coaches, Building Principals, Staff |
|--|---|--------|-----------|------------|------------|-----|--------------|---|

| Activity - Higher Order Thinking Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------|
| Teachers will build students' higher order thinking including complex judgmental skills such as critical thinking and problem solving. Tyler Elementary is using Think Up Curriculum, a high-interest reading selections and engaging activities to help students progress beyond comprehension to build critical thinking skills and strong vocabularies. Schools: All Schools | Implementation | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | General Fund | Building Leaders, Teachers |

| Activity - Academic Vocabulary and SIOP Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------------|--------|-----------|------------|------------|-------------------|---|--|
| Select classroom teachers will receive training in the SIOP Model, which is a research-based and validated model of sheltered instruction to help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. Schools: All Schools | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Title II Part A, General Fund, Section 41 | Director of Instruction, State and Federal Program Coordinator, Building Leaders, Teachers |

Strategy 5:

Leveled Literacy Intervention (LLI) - Interventionists at all K-4 buildings will provide powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI will be utilized with students reading below grade level to maximize growth through fast paced, systematically designed lessons in small groups to deepen and expand comprehension with close reading, increase reading volume by engaging students in large amounts of successful daily reading, increase student engagement with books that build knowledge, and ongoing monitoring of student progress. LLI kits and materials will be used with identified students and purchased with Title I or 31a funds. This strategy aligns with the 5 Year Strategic Plan: We will increase student achievement across all grade levels and subject areas.

Category: English/Language Arts

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Research Cited: Ransford-Kaldon, C.R., Flynt, E.S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., Gallagher, B. (2010). Implementation of effective intervention: an empirical study to evaluate the efficacy of fountas and pinnell's leveled literacy intervention system (lli).Center of Research in Educational Policy
The researchers found that LLI when administered with fidelity positively impacted second grade students in terms of literacy achievement. Furthermore, the researchers found that students who participated in LLI instruction gained between 1.5 and 5.5 benchmark levels. Students who did not receive LLI instruction gained between less than 1 to 3 benchmark levels by the completion of this study.

Tier: Tier 2

| Activity - Leveled Literacy Intervention- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-------|------------|------------|-------------------|-------------------|--|
| <p>Any interventionists new to the position will attend LLI training provided by Wayne County RESA. Topics covered include an overview of the Lesson Framework, assessing and grouping students, teaching within the LLI lessons, using the Prompting Guide, understanding the demands of texts, and documenting progress. In addition to learning how to implement LLI, participants will deepen their understanding of many research-based techniques to help struggling readers make accelerated progress. Registration fees will be paid with Title Ila funds, materials needed for training but also used with children, including kits or additional LLI resources, will be purchased with Title I funds or general funds.</p> <p>Schools: Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School</p> | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Instructional Coaches, Staff |

| Activity - Leveled Literacy Intervention (LLI) walkthroughs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|---------------------|--|
| <p>Building Principals and the State and Federal Programs Coordinator will conduct walkthroughs during LLI small group reading intervention to monitor implementation using the LLI Fidelity Checklist. Feedback collected will be used to determine needs including additional training or instructional coaching support.</p> <p>Schools: Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School</p> | Professional Learning, Monitor, Walkthrough | Tier 2 | Monitor | 09/04/2018 | 06/30/2022 | \$0 | No Funding Required | State and Federal Programs Coordinator, Building Principals, instructional coaches, interventionists |

Strategy 6:

Project Based Learning - Staff will incorporate project-based learning to engage and empower learners. Teachers will empower learners by designing complex, authentic challenges that engage students, require them to demonstrate mastery of knowledge, and foster written and oral communication skills. In addition, by making

learning relevant and creating a collaborative learning culture, students will become connected to, engaged with, and challenged by their school, teachers and peers.

Category: English/Language Arts

Research Cited: Baumgartner, Erin & Zabin, Chela. (2008). A case study of projectbased instruction in the ninth grade: a semesterlong study of intertidal biodiversity. Environmental Education Research - ENVIRON EDUC RES. 14. 97-114. 10.1080/13504620801951640. Project Based Learning: Comparative studies identified for this review found project-based learning to be an effective means of teaching both content information and related skills. Students in project- based classrooms exhibited greater gains in content knowledge than their traditionally taught peers.

Condliffe, B., Visher, M. G., Bangser, M. R., Drohojowska, S., & Saco, L. (2016). Project-Based Learning: A Literature Review. New York, NY: MDRC. The design principles most commonly used in PBL align well with the goals of preparing students for deeper learning, higher-level thinking skills, and intra/interpersonal skills.

Mergendoller, J. R. , Maxwell, N. L. , & Bellisimo, Y. (2006). The Effectiveness of Problem-Based Instruction: A Comparative Study of Instructional Methods and Student Characteristics. Interdisciplinary Journal of Problem-Based Learning, 1(2). Available at: <https://doi.org/10.7771/1541-5015.1026> Several studies indicated that the beneficial academic effects of project-based instruction were most pronounced for middle to low-achieving students.

Tier: Tier 1

| Activity - Project Based Learning- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|-------|------------|------------|-------------------|-------------------|---|
| Staff will receive training on implementation of project based learning. This may include in-services, attending workshops, and attending the New Tech Annual Conference to learn to design complex and authentic challenges to engage students in project based learning. Cost of Registration, substitutes, stipends, and travel may be paid with Title IIa funds. Schools: All Schools | Professional Learning, Implementation | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Staff |

Strategy 7:

Classroom Workshop Model - The workshop model will be implemented to address each child’s individual learning, explicitly teach strategies, providing multiple opportunities for personalizing instruction, building choice and assessment-based learning, and helping students work with engagement so that teachers are able to confer with individual students and lead small groups.

Category: English/Language Arts

Research Cited: Flint, Adriann (2014). The Social Construction of Literary Understanding in a 3rd Grade Classroom During Interactive Read-Alouds. Undergraduate Review, 10, 72-78. Available at: https://vc.bridgew.edu/undergrad_rev/vol10/iss1/17

"Allowing the students to converse with each other, their teacher, and the text during the read-aloud resulted in more responses that demonstrated a more advanced literary understanding and a better understanding of how the text was crafted for the reader".

Graham, S., McKeown, D., Kiuahara, S., & Harris, K. R. (2012). A Meta-Analysis of Writing Instruction for Students in the Elementary Grades. Journal of Educational Psychology, 104, 879-896. <http://dx.doi.org/10.1037/a0029185>

“writing strategies and knowledge play an important role in students’ growth as writers. When students receive instruction designed to enhance their strategic prowess

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as writers (i.e., strategy instruction, adding self-regulation to strategy instruction, creativity/imagery instruction), they become better overall writers. Likewise, when students are taught specific knowledge

about how to write (i.e. text structure instruction), the overall quality of their writing improves (891).”

Tier: Tier 1

| Activity - Small Group Guided Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------------------|--------|-------|------------|------------|-------------------|-------------------|---|
| <p>Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study “What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop.</p> <p>Schools: Owen Intermediate School, McBride Middle School, Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School</p> | Direct Instruction, Implementation | Tier 1 | | 07/01/2019 | 06/30/2022 | \$0 | General Fund | Building Principal, Instructional Coaches, Teachers |

| Activity - Strategy Based Instruction Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>Building Principal and/or Instructional Coaches will work with the entire staff, and in PLTs, to support staff as they implement various reading and writing strategies found in Michigan K-12 ELA standards. Select staff will attend training to incorporate strategy based instruction. Additionally staff will participate in the following book studies led by the building principal and instructional coaches: Owen Intermediate: No More Independent Reading Without Support and Savage: No More “Look Up the List” Vocabulary Instruction</p> <p>Schools: All Schools</p> | Professional Learning, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principal, Instructional Coach, Teachers |

| Activity - Classroom Workshop Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|---|---------------|------------------|-------------------|-------------------|------------|------------------------|--|
| <p>Building Principal and/or Instructional Coaches will work with the entire staff, and in PLTs, to support staff as they implement various elements of the classroom reading and writing workshop model. Select staff will attend training to incorporate workshop model elements including guided reading, writing traits, mentor texts, shared writing, skill instruction, management of small group activities, differentiation, personalization and conferring. Additionally staff will participate in the following book studies led by the building principal and instructional coaches: Owen Intermediate: No More Independent Reading Without Support and Savage: No More “Look Up the List” Vocabulary Instruction</p> <p>Schools: All Schools</p> | <p>Professional Learning, Materials</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/01/2019</p> | <p>06/30/2022</p> | <p>\$0</p> | <p>Title II Part A</p> | <p>Director of Instruction, Coordinator of State and Federal Programs, Building Principal, Instructional Coaches, Teaching Staff</p> |
|--|---|---------------|------------------|-------------------|-------------------|------------|------------------------|--|

Goal 3: Van Buren Public Schools will increase the percentage of students proficient in Science.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency on M-STEP in Science by 06/17/2022 as measured by increasing the proficiency rate by 6.5% per year..

Strategy 1:

Michigan K-12 Science Standards/ Next Generation Science Standards Implementation - As the district continues the process of developing a comprehensive, aligned curriculum for science, all classroom teachers who teach Young 5's-12th grade science will receive training on implementation of Michigan's K-12 Science Standards which are based upon the NGSS (Next Generation Science Standards). Professional learning teams will collect and analyze data to plan for instruction, and the content expert and instructional coaches will work with individual teachers to support the implementation of best practices. Staff will also focus on supporting students with informational reading and writing strategies within this content area. This strategy aligns with our improvement priorities from the AdvancEd External Review Exit Report and the 5 Year Strategic Plan: We will increase student achievement across all grade levels and subject areas.

Category: Science

Research Cited: A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, National Research Council; Taking Science to School, Duschl, Schweingruber and Shouse. Students learn science by actively engaging in the practices of science, including conducting investigations; sharing ideas with peers; specialized ways of talking and writing; mechanical, mathematical, and computer-based modeling; and development of representations of phenomena.

Bell, P., Bricker, L. A., Reeve, S., Zimmerman, H. T., & Tzou, C. (2013). Discovering and Supporting Successful Learning Pathways of Youth In and Out Of School: Accounting for the Development of Everyday Expertise Across Settings. In B. Bevan, P. Bell, R. Stevens & A. Razfar (Eds.), LOST Opportunities: Learning in Out of School Time (pp. 119-140). London: Springer.

The Framework calls for students to routinely participate in extended science and engineering investigations that engage them in authentic practices while learning about disciplinary core ideas and making connections to the crosscutting concepts. Direct participation in scientific and engineering work will support students’ science learning and the scientific literacy goals.

Tier: Tier 1

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| Activity - Workshops and Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------------------|--|
| All classroom teachers who teach Young 5's-12th grade science will receive training on implementation of the NGSS, STEM, STEAM and other Michigan Science content. Teachers will be trained on the NGSS that are incorporated in the Battle Creek Science kits. They will focus on supporting students with informational reading strategies and writing strategies within this content area. This may include science workshops provided by Wayne RESA, web based training, or other content specific trainings. If training is done outside of the school day or year stipends may be paid with Title IIA funds. Registration fees and subs will be paid for with Title IIA funds or general funds. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund, Title II Part A | Director of Instruction, Building Administrators, and all Classroom Science Teachers |

| Activity - Content Experts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Science content expert /instructional coach will be employed to facilitate curriculum development, guide instructional practices, increase student performance in science, and support teachers in PLTs and individually as they implement NGSS practices and align instruction to the new district curriculum. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund | Director of Instruction, Building Principals, Content Expert |

| Activity - Investigations and Scientific Models | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Staff will implement science investigations and scientific models to engage students in sense making talk, make thinking visible, and press for evidence based explanations. Staff will also create opportunities for students to participate in science labs and various STEM activities. Schools: All Schools | Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund | Director of Instruction, Building Principals, Staff |

Strategy 2:

High Quality Science Instruction - All teachers will implement research based instructional strategies. Strategies will be the focus of professional development activities, professional learning teams (PLTs), data driven dialogues, coaching sessions, and teacher goals for improving academic instruction. This strategy is aligned with the 5 year Strategic Plan goal: We will increase student achievement across all grade levels and subject areas.

Category: Science

Research Cited: MDE Top 10 in 10 Years putting Michigan on the map as a premier education state: Goal 2: Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and

personal goals to their highest potential.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development. Research on the role of the teachers in high performing, high poverty districts has indicated that the implementation of effective instructional practices produced academic success.

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development. The effect that a teacher has on academic achievement could be found in: (a) utilizing effective classroom management techniques, (b) making intelligent decisions on the most successful instructional strategies to employ, and (c) creating a classroom curriculum to assist student learning.

Haycock, K. (2001). Closing the achievement gap. Educational Leadership, 58(6), 6-11. Research conducted provided evidence to the fact that all students could learn, but they must be provided with sufficient time and quality instruction to achieve.

Tier: Tier 1

| Activity - High Quality Instruction- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-------|------------|------------|-------------------|-------------------|--|
| Staff will attend a variety of professional development activities to enhance and enrich science instruction and solidify teaching strategies. This training will include use of data to plan differentiated instruction, instructional strategies to increase students' scientific understanding, training on use of scientific materials and equipment, and will be combined with job-embedded training for all staff on implementation of high quality instructional strategies provided by building principals and instructional coaches. Registration fees and sub costs will be paid with Title IIa funds. Schools: All Schools | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Staff, Instructional Coaches |

| Activity - High Quality Instruction- Walkthroughs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------------|
| Administrators will conduct classroom walkthroughs to monitor implementation of high quality instructional practices and to collect implementation feedback. Data collected will be utilized to provide support for individual staff as well as determine training needs of the building. Schools: All Schools | Monitor, Walkthrough | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | No Funding Required | Building Principal, Staff |

| Activity - Professional Learning Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--|-------------|--------------|-------------------|-----------------|--------------------------|---------------------------|---|
| Time will be allocated for Professional Learning Teams (PLTs) to engage in teacher collaborative routines including use of data, instructional design and delivery, deepening knowledge of student learning, and reflective practice. If the professional learning team is involved in training or a coaching session subs will be provided using Title IIa funds. Schools: All Schools | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Coaching Coordinator, Building Principals, Instructional Coaches, Staff |
| Activity - Instructional Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The district will employ instructional coaches as both a method of improving student academic achievement and to enhance professional growth for teachers. The main duty of each coach/content expert will be to support teachers. Coaches/content experts will provide leadership within the school, work cooperatively and collaboratively with other professionals, serve as a resource, consult with teachers on a one-to-one basis and in PLTs, facilitate small group discussions, model lessons, observe in classrooms, assist in devising strategies for hard-to-reach students, serve as a liaison between administration and teachers, provide professional development opportunities, assist with the administration and analysis of assessments, and become involved in evaluating the school plans. They will facilitate on-going, job embedded professional development. Schools: All Schools | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Section 31a, General Fund | Director of Instruction, State and Federal Programs Coordinator, Building Principals, Instructional Coaches |
| Activity - Project Based Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will receive training on implementation of project based learning. This may include in-services, attending workshops, and attending the New Tech Annual Conference to learn to design complex and authentic challenges to engage students and require them to demonstrate mastery of scientific knowledge. Cost of Registration, substitutes, stipends, and travel may be paid with Title IIa funds. Schools: All Schools | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Staff |
| Activity - Academic Vocabulary and SIOP Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|---------------------------------------|--------|-----------|------------|------------|-----|--|--|
| Select classroom teachers will receive training in the SIOP Model, which is a research-based and validated model of sheltered instruction to help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. Registration costs, materials needed for training, stipends and sub costs may be paid with general funds, Title IIa, Section 41 or Title III funds. | Professional Learning, Implementation | Tier 1 | Implement | 06/18/2019 | 06/30/2022 | \$0 | Title II Part A, Section 41, General Fund, Title III | Director of Instruction, Coordinator of State and Federal Programs, Teachers |
| Schools: All Schools | | | | | | | | |

| Activity - Instructional Rounds | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| Building leaders and/or instructional coaches will work with staff to develop a shared practice of observing, discussing, and analyzing learning and teaching as small groups of educators make a series of visits to classrooms to observe specific behaviors, then share the results of their visits with the observed teachers. The aim of instructional rounds is to observe instructional strategies to determine root causes for problems and work toward positive outcomes. In the event training or coaching occur during the school day, substitutes will be provided with Title IIa funds. | Professional Learning, Policy and Process | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Instructional Coaches, Building Principal, Teachers |
| Schools: All Schools | | | | | | | | |

Strategy 3:

Project Based Learning - Staff will incorporate project-based learning to engage and empower learners. Teachers will empower learners by designing complex, authentic challenges that engage students, require them to demonstrate mastery of scientific knowledge, and foster written and oral communication skills. In addition, by making learning relevant and creating a collaborative learning culture, students will become connected to, engaged with, and challenged by their school, teachers and peers.

Category: Science

Research Cited: Baumgartner, Erin & Zabin, Chela. (2008). A case study of projectbased instruction in the ninth grade: a semesterlong study of intertidal biodiversity. Environmental Education Research - ENVIRON EDUC RES. 14. 97-114. 10.1080/13504620801951640. Project Based Learning: Comparative studies identified for this review found project-based learning to be an effective means of teaching both content information and related skills. Students in project- based classrooms exhibited greater gains in content knowledge than their traditionally taught peers.

Condliffe, B., Visher, M. G., Bangser, M. R., Drohojowska, S., & Saco, L. (2016). Project-Based Learning: A Literature Review. New York, NY: MDRC. The design principles most commonly used in PBL align well with the goals of preparing students for deeper learning, higher-level thinking skills, and intra/interpersonal skills.

Mergendoller, J. R. , Maxwell, N. L. , & Bellisimo, Y. (2006). The Effectiveness of Problem-Based Instruction: A Comparative Study of Instructional Methods and Student Characteristics. Interdisciplinary Journal of Problem-Based Learning, 1(2). Available at: <https://doi.org/10.7771/1541-5015.1026> Several studies indicated that the beneficial academic effects of project-based instruction were most pronounced for middle to low-achieving students

Tier: Tier 1

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| Activity - Project Based Learning- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-------------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff will receive training on implementation of project based learning. This may include in-services, attending workshops, and attending the New Tech Annual Conference to learn to design complex and authentic challenges to engage students in project based learning. Cost of Registration, substitutes, stipends, and travel may be paid with Title IIa funds. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Instructional Coaches, Staff |
| Activity - Use of Informational Texts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| During PBL, teachers will incorporate student use of Informational texts, and other language and literacy skills, to increase scientific reasoning and deepen understanding of scientific concepts. Schools: All Schools | Direct Instruction, Materials | Tier 1 | | 06/11/2018 | 06/30/2022 | \$0 | General Fund | Director of Instruction, Building Principals, Staff |

Goal 4: Van Buren Public Schools will increase the percentage of students proficient in Social Studies.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency on M-STEP in Social Studies by 06/17/2022 as measured by increasing the proficiency rate by 7% each year..

Strategy 1:

Social Studies Content and Curriculum - As the district continues the process of developing a comprehensive, aligned Social Studies curriculum, all classroom teachers who teach K-12th grade Social Studies will receive training on implementation of the MC3 Content Standards for Social Studies and Michigan K-12 Social Studies Content Standards. This strategy aligns with the improvement priorities listed in our AdvancED External Review Report and the 5 Year Strategic Plan: We will increase student achievement across all grade levels and subject areas.

Category: Social Studies

Research Cited: Linda Bennett and Michael J. Berson, eds., Digital Age: Technology-Based K-12 Lesson Plans for Social Studies (Silver Spring, MD: National Council for the Social Studies. 2007); Michael J. Berson and Ilene R. Berson. "Developing Thoughtful 'Cybercitizens,'" Social Studies and the Young Learner, 16, no. 4 (2004): 5-8. The "expanding horizons" curriculum model of self, family, community, state, and nation is insufficient for today's young learners. Elementary social studies should include civic engagement, as well as knowledge from the core content areas of civics, economics, geography, and history. Skills that enhance critical thinking, socio-emotional development, interpersonal interactions, and information literacy are more meaningful and useful when developed within the context of social studies. The

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infusion of technology into elementary social studies also prepares students as active and responsible citizens in the 21st century. J. Torney-Purta and B.S. Wilkenfeld, Paths to 21st Century Competencies Through Civic Education Classrooms: An Analysis of Survey Results from Ninth-Graders. A Technical Assistance Bulletin. (Chicago, Ill.: American Bar Association Division for Public Education, 2009). Students who leave high school with civic competencies achieved through high quality civic learning practices are equipped to address complex challenges, work and study with diverse colleagues, and creatively solve problems that do not have easy solutions. They are also more likely to vote and discuss politics at home, to volunteer and work on community issues, and are more confident in their ability to speak publicly and communicate with their elected representatives. Schools with civic learning programs are more likely to be safe, inclusive, and respectful, and in addition, experience fewer high school dropouts.

Tier: Tier 1

| Activity - Workshops and Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|------------------------------|---|
| Teachers will attend workshops and training on the MC3 standards for Social Studies, K-12 Social Studies Standards, Wayne RESA offerings, and a variety of Social Studies workshops to implement the standards into their classroom social studies curriculum. Training may also focus on supporting students with informational reading and writing strategies within this content area. Registration fees and subs will be provided with Title IIa funds. Schools: Owen Intermediate School, Belleville High School, McBride Middle School, Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A, Section 31a | Director of Instruction, Building Administration, and Social Studies teachers |

Strategy 2:

High Quality Instruction - All teachers will implement research based instructional strategies. Strategies will be the focus of professional development activities, professional learning teams (PLTs), data driven dialogues, coaching sessions, and teacher goals for improving academic instruction. This strategy is aligned with the 5 Year Strategic Plan goal: We will increase student achievement across all grade levels and subject areas.

Category: Social Studies

Research Cited: MDE Top 10 in 10 Years putting Michigan on the map as a premier education state: Goal 2: Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

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

Research on the role of the teachers in high performing, high poverty districts has indicated that the implementation of effective instructional practices produced academic success.

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA:

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Association for Supervision and Curriculum Development.

The effect that a teacher has on academic achievement could be found in: (a) utilizing effective classroom management techniques, (b) making intelligent decisions on the most successful instructional strategies to employ, and (c) creating a classroom curriculum to assist student learning.

Haycock, K. (2001). Closing the achievement gap. Educational Leadership, 58(6), 6-11.

Research conducted provided evidence to the fact that all students could learn, but they must be provided with sufficient time and quality instruction to achieve.

Tier: Tier 1

| Activity - High Quality Instruction- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff will attend a variety of professional development activities to enhance and enrich Social Studies instruction and solidify teaching strategies including Wayne RESA offerings. This will be combined with job-embedded training for all staff on implementation of high quality instructional strategies provided by building principals and instructional coaches. Registration fees and sub costs will be paid with Title IIa funds. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Instructional Coaches, Staff |

| Activity - High Quality Instruction- Walkthroughs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Administrators will conduct classroom walk throughs to monitor implementation of high quality instructional practices and to collect implementation feedback. Data collected will be utilized to provide support for individual staff as well as determine training needs of the building. Schools: All Schools | Monitor, Walkthrough | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | No Funding Required | Building Principals, Director of Instruction, Instructional Coaches, Staff |

| Activity - Professional Learning Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Time will be allocated for Professional Learning Teams (PLTs) to engage in teacher collaborative routines including use of data, instructional design and delivery, deepening knowledge of student learning, and reflective practice. If the professional learning team is involved in training or a coaching session subs or stipends will be provided using Title IIa funds. Schools: All Schools | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Coaching Coordinator, Building Principals, Instructional coaches, staff |

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| Activity - Instructional Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---|---|
| <p>The district will employ instructional coaches as both a method of improving student academic achievement and to enhance professional growth for teachers. The main duty of each coach/content expert will be to support teachers. Coaches/content experts will provide leadership within the school, work cooperatively and collaboratively with other professionals, serve as a resource, consult with teachers on a one-to-one basis, facilitate small group discussions, model lessons, observe in classrooms, assist in devising strategies for hard-to-reach students, serve as a liaison between administration and teachers, provide professional development opportunities, assist with the administration and analysis of assessments, and become involved in evaluating the school plans. They will facilitate on-going, job embedded professional development.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund, Title I Part A, Section 31a | Director of Instruction, State and Federal Programs Coordinator, Building Principals, Instructional Coaches |

| Activity - Academic Vocabulary and SIOP Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|-----------|------------|------------|-------------------|--|--|
| <p>Select classroom teachers will receive training in the SIOP Model, which is a research-based and validated model of sheltered instruction to help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. Registration costs, materials needed for training, stipends and sub costs may be paid with general funds, Title IIa, Section 41 or Title III funds.</p> <p>Schools: All Schools</p> | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | General Fund, Section 41, Title II Part A, Title III | Director of Instruction, Coordinator of State and Federal Programs, Teachers |

| Activity - Instructional Rounds | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>Building leaders and/or instructional coaches will work with staff to develop a shared practice of observing, discussing, and analyzing learning and teaching as small groups of educators make a series of visits to classrooms to observe specific behaviors, then share the results of their visits with the observed teachers. The aim of instructional rounds is to observe instructional strategies to determine root causes for problems and work toward positive outcomes. In the event training or coaching occur during the school day, substitutes will be provided with Title IIa funds.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principal, Instructional Coaches, Teachers |

Strategy 3:

Project Based Learning - Staff will incorporate project-based learning to engage and empower learners. Teachers will empower learners by designing complex, authentic challenges that engage students, require them to demonstrate mastery of knowledge, and foster written and oral communication skills. In addition, by making learning relevant and creating a collaborative learning culture, students will become connected to, engaged with, and challenged by their school, teachers and peers.

Category: Social Studies

Research Cited: Baumgartner, Erin & Zabin, Chela. (2008). A case study of project based instruction in the ninth grade: a semester rlong study of intertidal biodiversity. Environmental Education Research - ENVIRON EDUC RES. 14. 97-114. 10.1080/13504620801951640. Project Based Learning: Comparative studies identified for this review found project-based learning to be an effective means of teaching both content information and related skills. Students in project- based classrooms exhibited greater gains in content knowledge than their traditionally taught peers.

Condliffe, B., Visher, M. G., Bangser, M. R., Drohojowska, S., & Saco, L. (2016). Project-Based Learning: A Literature Review. New York, NY: MDRC. The design principles most commonly used in PBL align well with the goals of preparing students for deeper learning, higher-level thinking skills, and intra/interpersonal skills.

Mergendoller, J. R. , Maxwell, N. L. , & Bellisimo, Y. (2006). The Effectiveness of Problem-Based Instruction: A Comparative Study of Instructional Methods and Student Characteristics. Interdisciplinary Journal of Problem-Based Learning, 1(2). Available at: <https://doi.org/10.7771/1541-5015.1026> Several studies indicated that the beneficial academic effects of project-based instruction were most pronounced for middle to low-achieving students.

Tier: Tier 1

| Activity - Project Based Learning- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Staff will receive training on implementation of project based learning. This may include in-services, attending workshops, and attending the New Tech Annual Conference to learn to design complex and authentic challenges to engage students in project based learning. Cost of Registration, substitutes, stipends, and travel may be paid with Title Ila funds. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principal, Instructional Coaches, Staff |

| Activity - Informational Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| During PBL, teachers will incorporate student use of Informational texts, and other language and literacy skills, to increase reasoning and deepen understanding of social studies concepts. Schools: All Schools | Implementation, Materials | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund | Director of Instruction, Building Principals, Staff |

Goal 5: Van Buren Public Schools will strengthen the conditions that support a well-rounded educational experience for all students.

Measurable Objective 1:

collaborate to develop conditions that support a well-rounded educational experience by 06/30/2022 as measured by increased academic performance, a reduction in behavior referrals, and increased family engagement.

Strategy 1:

Multi-Tiered Systems of Support - The district will continue to establish and implement a high quality multi-tiered system of support (MTSS) to provide interventions to address academic and/or behavioral needs of individual students. This strategy is aligned to the MTSS goal in our 5 Year Strategic Plan and includes employing a wide array of academic strategies and building a comprehensive network of student support.

Category: Learning Support Systems

Research Cited: MDE Top 10 in 10 Years: Putting Michigan on the map as a premiere education state Strategy 2.2 Establish and implement with fidelity a high-quality multi-tiered system of supports (universal education)

Allington, R.L. (2009). What Really Matters in Response to Intervention. Pearson Education. Boston, MA.

RTI is not something that happens in special education, rather it is a method for teaching all students that needs to be driven by general education teachers in the general education classrooms. student gains are tied to teacher expertise, that meaning-focused instruction results in greater gains than a skills-based approach, and that growth is maximized when students read books they want to read and can read easily.

Higgins-Averill, Orla & Rinaldi, Claudia. (2013). Research Brief: Multi-tier System of Supports (MTSS) Urban Special Education Leadership Collaborative: From RTI and PBIS to MTSS.

MTSS leverages the principles of RTI and PBIS and further integrates a continuum of system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning. MTSS offers the potential to create systemic change, which results in improved academic and social outcomes for all learners.

Tier: Tier 2

| Activity - Social Workers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Social workers assigned to support implementation of the Positive Behavior Intervention Support (PBIS) program, hold small groups to address student behaviors, provide classroom support, address specific social skills, teach lessons from Second Step curriculum, provide support to families experiencing homelessness, and to consult with teachers, parents and administrators. | Behavioral Support Program | Tier 1 | Implement | 08/28/2018 | 06/30/2022 | \$0 | Title I Part A, General Fund, Section 31a | Building Principal, Social Workers |
| Schools: All Schools | | | | | | | | |

| Activity - Positive Behavior Intervention and Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|------------------------|---|
| The PBIS model will be used as a guide to develop and implement plans to address behavioral and social-emotional needs of individual students so they can focus on academic tasks and experience success. Select staff from each building will attend the National PBIS Leadership Forum and Wayne RESA trainings to better facilitate meetings and increase the use of effective practices throughout the building. | Behavioral Support Program | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A, Other | PBIS Team, Building Principal, Behavior Support Specialist(s), Social Workers, MTSS Team, Classroom Teachers, Support Staff |
| Schools: All Schools | | | | | | | | |

| Activity - Multi-Tiered Systems of Support- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-------|------------|------------|-------------------|-------------------|--|
| District Staff will attend training in best practices, establishing and implementing a high quality multi-tiered system of support (MTSS) to provide interventions to address academic and/or behavioral needs of individual students. Registration fees and substitute costs (if needed) for MTSS trainings including use of data, differentiating academic strategies, building a comprehensive network of student support, and/or other RESA trainings will be paid with Title IIa funds. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Instructional Coaches, Instructional Staff |
| Schools: All Schools | | | | | | | | |

| Activity - Accommodation and Support Materials | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Buildings will purchase supplemental materials for MTSS Tier 2 and Tier 3 students. Materials may include wiggle seats, fidgets, pencil grips or visual aids that will support and accommodate student needs within the classroom. Materials will be purchased with Section 31a funds or Title I funds. Schools: Owen Intermediate School, Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School | Supplemental Materials | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Section 31a, Title I Part A | Building Principals, MTSS Team, Staff |
|--|------------------------|--------|-----------|------------|------------|-----|-----------------------------|---------------------------------------|

Strategy 2:

Character Education Development - Character education which provides students explicit instruction and experiences to help them develop positive character traits will be implemented to prepare students to respect others and live in a diverse society, address a range of social-moral problems, prepare students for the workplace, and improve academic achievement. This strategy aligns with our 5 Year Strategic Plan goal: We will foster a student-centered environment that is positive, safe, respectful and inclusive.

Category: Learning Support Systems

Research Cited: MDE Top 10 in 10 Years putting Michigan on the map as a premier education state: Strategy 2.2 f) Provide a safe, secure, and healthy school environment by fostering a positive school climate and culture.

Battistich, V., & Hong, S. (in press). Enduring effects of the Child Development Project: Second-order latent linear growth modeling of students' bonding to school, academic performance, and social adjustment during middle school. *Prevention Science*.

Character education can effectively positively impact a range of risk behaviors, a set of prosocial competencies, various school outcomes including academic achievement, and social-emotional competencies. It is well-documented that character education can serve as effective primary prevention.

Tier: Tier 1

| Activity - Leader in Me- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will receive training to implement the Leader in Me, which is an approach to developing a culture of leadership in our schools and is based on <i>The 7 Habits of Highly Effective People®</i> by Stephen Covey. Developing a culture of leadership in our schools is about helping children be leaders of their own lives, it helps them identify their own unique talents and abilities and encourages them to make a positive difference in the world. Schools: Rawsonville Elementary School, Savage Road Elementary School, Edgemont Elementary School, Tyler Road Elementary School | Behavioral Support Program | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund | Building Principal, Instructional Coaches, Staff |

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| Activity - Restorative Practice Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| Select staff will receive Day 1-4 training at Wayne County RESA to guide the implementation of Restorative Practices, a program that empowers students to resolve conflicts on their own and in small groups called restorative circles. BHS staff will attend a three day Train-the-Trainer session at EMU in August 2018. The training will be paid with Title IIa funds. Registration fees and substitute costs will be paid with Title IIa funds. Schools: All Schools | Behavioral Support Program | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Administrators, Building Principals, Staff |
| Activity - Social and Emotional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will attend training and implement activities (morning meetings, Second Step) to build and reinforce social and emotional learning (SEL) or the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Schools: All Schools | Professional Learning, Behavioral Support Program | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Principals, Instructional Coaches, Classroom Staff, Social Workers |

Strategy 3:

Family Engagement and Communications - VBPS will support each school in planning and implementing authentic family engagement activities and communications to ensure parents/guardians are engaged and supported partners in their child's education. This strategy aligns to our 5 Year Strategic Plan Goal: We will increase proactive and transparent communication, both internally and externally.

Category: Learning Support Systems

Research Cited: MDE Top 10 in 10 Years: Putting Michigan on map as a premier education state- Goal 5: Ensure parents/guardians are engaged and supported partners in their child's education.

Henderson, A.T., and Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Washington, DC: National Committee for Citizens in Education.

Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school.

Tier: Tier 1

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| Activity - Family Engagement Coordination | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>All schools will implement authentic activities to engage families in supporting and monitoring their children's education and behavioral goals. In Title I School-wide buildings, the person responsible for organizing family engagement activities will be paid an hourly stipend for each hour spent in organizing family engagement activities, facilitating parent communications, gathering community resources to support and advocate for families, or parent education and outreach. They will also assist the building's staff in activities such as promoting parent information sharing, supporting parent involvement in school activities by soliciting volunteers, creating and distributing surveys, finding resources in home languages to engage families of English Learners, and participating on the building's School Improvement Team.</p> <p>Schools: All Schools</p> | Parent Involvement | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title I Part A | Building Principals, Staff, and Family Engagement Coordinator |

| Activity - Two Way Stakeholder Communication | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>Each building will implement a communication plan that includes: weekly telephone calls, e-mail blasts, regular updates on the district/school website, regular electronic sign updates, monthly school newsletters, curriculum night activities, parent teacher conferences and individual teacher and principal contacts with school community. This aligns with our Strategic Plan goal: We will increase proactive and transparent communication, both internally and externally.</p> <p>Schools: All Schools</p> | Community Engagement, Communication | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund | All District Administration, Instructional Staff, and Support Staff |

| Activity - School Community Liaison | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|---------------------------|--|
| <p>Liaison will provide support to the instructional program with specific responsibilities for providing information on programs/services available to students and families as well as school and/or district activities and procedures, referring families to other agencies, and fostering an ongoing partnership between the home and school. Liaison will conduct home visits, parent meetings, confer with teachers and building leaders for the purpose of ensuring an ongoing school and home partnership is established.</p> <p>Schools: All Schools</p> | Community Engagement, Communication, Materials | Tier 2 | Implement | 07/01/2019 | 06/30/2020 | \$0 | General Fund, Section 31a | Director of Instruction, State and Federal Program Coordinator |

Strategy 4:

Professional Learning - Staff including administrators, counselors, social workers, coaches, and teachers in all subject areas will attend a variety of professional development, workshops, and conferences to enhance practice in their specific subject area, increase leadership skills, and improve student learning throughout the district. The strategy aligns with our 5 Year Strategic Plan goal: We will increase student achievement across all grade levels and subject areas.

Category: Learning Support Systems

Research Cited: Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

When teachers receive well-designed professional development, an average of 49 hours spread over six to 12 months, they can increase student achievement by as much as 21 percentile points (Yoon, Duncan, Lee, Scarloss, and Shapley, 2007).

Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. *Review of Educational Research*, 79(2), 702-739.

Research on professional development for teachers has shifted in the last decade from delivering and evaluating professional-development programs to focusing more on authentic teacher learning and the conditions that support it (Webster-Wright, 2009).

Tier: Tier 1

| Activity - Content Specific Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|------------------------------|--------------------------------|
| Staff including social workers, counselors, preschool special education staff, interventionists, instructional coaches, and teachers of the specials classes, such as music, art, media and PE, will attend content-specific professional development with their countywide peers. They will also be able to attend content appropriate conferences and professional development activities. Registration fees and travel costs, including hotel, mileage, and meals, will be paid with Title IIa or 31a funds. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A, Section 31a | Director of Instruction, Staff |
| Activity - Professional Development for Administrators | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|-----------------------|--------|-----------|------------|------------|-----|-----------------|---|
| Current administrative staff and aspiring administrators will engage in a variety of professional development activities including attending workshops and trainings. Administrators will also attend conferences (state or national) including MASFPS, AdvancED, ASCD, MEMSPA, MASSP, and MDE to increase their content knowledge, instructional strategies or strategies to work with a variety of student populations internally or outside the district. Stipends, registration fees and travel costs, including hotel, mileage, airfare and meals will be paid with Title IIa or general funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Administrators |
| Schools: All Schools | | | | | | | | |

| Activity - Conference Attendance | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|------------------------------|---|
| Staff may attend a variety of conferences based on their content areas or areas of need, such as the Michigan Reading Association, MACUL, AdvancED, MDE School Improvement, Illuminate, and the MiAEOYC Early Childhood Conference. Registration fees and travel costs, including hotel, mileage and meals will be paid with Title IIa or 31a funds | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A, Section 31a | Director of Instruction, Building Administration, Instructional Staff |
| Schools: All Schools | | | | | | | | |

| Activity - New Teacher Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|------------------------------|--|
| Instructional coaches, mentor teachers, and other district leaders will provide professional learning activities and job embedded PD to new teachers or teachers with an IDP. Additionally, new teachers may elect to attend the Wayne RESA New Teacher Academy and recommended staff will have options to attend other related professional learning opportunities to support their improvement. Registration fees, subs and travel costs will be paid with Title IIa or 31a funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Section 31a, Title II Part A | Director of Instruction, Building Administration and Identified Teachers |
| Schools: All Schools | | | | | | | | |

| Activity - Culturally Relevant Education- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Staff will participate in professional development activities that focus on culturally relevant, research-based educational practices including Wayne RESA's Academically and Socially Supporting African American Males, Culturally Relevant Instruction, Reaching and Teaching Students in Poverty. Registration fees, sub costs, and travel costs will be paid with Title IIa or 31a funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A, Section 31a | Building Principal, Instructional Coach, Staff |
| Schools: All Schools | | | | | | | | |

| Activity - Book Studies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|--|---|
| Staff will participate in book studies to learn about current topics and research-based strategies. Building principals and instructional coaches will facilitate the professional learning, staff will have opportunities to discuss concepts during PLT meetings, and receive coaching and support through instructional rounds while implementing new practices. BHS will be learning about student-centered practices and Savage will do a study on the book "No More Mindless Homework" Books will be purchased with Title IIa, Section 35a, or 31a funds | Professional Learning, Supplemental Materials | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund, Section 31a, Title II Part A | Building Principals, Instructional Coaches, Staff |
| Schools: All Schools | | | | | | | | |

| Activity - Digital Leader Corp | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Digital Leader Corps is a multiyear system for professional development and leadership employed to fuel an innovative change movement. This program has been intentionally designed to empower and grow Teacher Leaders as they drive system transformation, build a culture of continuous improvement, and maximize impact on student learning | Professional Learning, Technology, Teacher Collaboration | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principal |
| Schools: Belleville High School, McBride Middle School | | | | | | | | |

| Activity - Training on Student Engagement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Trevor Muir opening day keynote and afternoon session based on The Epic Classroom focused on how to increase student engagement, how to plan and execute an effective approach to project-based learning, specific strategies for leading engaged students, sharing outlines and tools to plan and manage projects, and methods to increase academic performance in students. | Professional Learning | Tier 1 | Implement | 08/27/2019 | 06/30/2020 | \$0 | Title II Part A | Director of Instruction, State and Federal Program Coordinator |
| Schools: All Schools | | | | | | | | |

Strategy 5:

Curriculum and Assessment Development and Implementation - The district will continue the process of developing a comprehensive, aligned K-12th grade curriculum that incorporates a systematic assessment system. Time will be allotted throughout the year for committees and to work together to make revisions and determine accompanied research based instructional model. Professional learning teams (PLTs) will be given time to collect, analyze and apply assessment data from the curricular unit to provide differentiated instruction to ensure equitable education experiences and academic rigor for all students. Title IIa or general funds will provide subs for teachers to complete this work. This strategy aligns to two of our improvement priorities from the AdvancED external review and our curriculum development goal in our 5 year strategic plan.

Category: Career and College Ready

Research Cited: MDE Top 10 in 10 Years: Putting Michigan on the Map as a Premiere Education State Strategy 2.4: Adopt and implement with fidelity, high Career- and College-Ready standards for and expectations of all students and ensure that educators monitor student learning against standards so that results are actionable in real-time. a) Ensure a viable curriculum is accessible to all students.

Research on aligning curriculum with standards and assessments shows a strong relationship to student achievement (Price-Baugh, 1997; Mitchell, 1998; Wishnick, 1989). This research digest summarizes the research literature, specifically addressing textbook alignment, instructional alignment, alignment between state standards and enacted curriculum, curriculum alignment through professional development, and findings from international alignment studies. The following definitions from two experts may contribute to understanding this discussion. Curriculum, states Fenwick English (1999), has three components: the written, the taught, and the tested. The taught curriculum consists of two parts: the lesson plans teachers use to plan what they teach and the actual classroom instruction. Webb (1997) defines alignment as “the degree to which expectations [standards] and assessments are in agreement and serve in conjunction with one another to guide the system towards students learning what they are expected to know and do” (p. 4).

Tier: Tier 1

| Activity - Formative Assessment Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff will receive training on formative assessment in order to utilize the information collected from comprehensive assessments within each curricular unit to plan instruction to meet the needs of all learners. Schools: All Schools | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principal, Staff |
| Activity - Data Driven Instruction Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|---|
| Each staff member will be trained on how to collect, analyze and interpret data for use in developing student instruction or behavioral interventions that align to the district curriculum. Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic and behavioral needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes. Training may include Wayne RESA MiStar DnA sessions, Illuminate Conference, use of data from NWEA tests, and data protocols. Consultant fees, registration fees, travel and sub costs will be funded with Title IIa funds. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Staff |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|---|

| Activity - Standards-Based Practices- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|--|
| Staff will implement and receive ongoing training on standards-based practices. Training may include book study, hiring consultants for building training, or attending conferences or professional development outside the district. Registration costs, subs, travel, and stipends may be paid with Title IIa funds. Schools: Owen Intermediate School, Belleville High School, McBride Middle School | Professional Learning, Policy and Process | Tier 1 | Getting Ready | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Building Principals, Teachers |

Strategy 6:

Instructional Technology - Hardware, software and infrastructure will be provided and supported as necessary for technology integration, student achievement, professional development and community engagement. The Network Administrator, IT department and instructional technology coaches will collaborate to support the infrastructure, hardware and software. This strategy will be accomplished through the use of Title IIa, general fund, 31a, Title IV, and enhancement millage funds. This strategy aligns with our 5 Year Strategic Plan goal: We will enhance teaching and learning through the use of technology.

Category: Learning Support Systems

Research Cited: MDE Top 10 in 10 Years putting Michigan on the map as a premier education state: Strategy 2.7: Ensure that all P-12 students are able to access and utilize information supports and technologies as learning tools throughout their learning experience.

Strategy 2.8: Provide an integrated system of guidance to develop and support district and school leadership competencies, to accelerate student achievement, including c) Curriculum, instruction, and assessment supported by technology with necessary classroom level resources provided.

According to findings culled from five meta-analyses, blending technology with face-to-face teacher time generally produces better outcomes than face-to-face or online learning alone (Cheung and Slavin, 2011; Cheung and Slavin, 2012; Tamim, Bernard, Borokhovski, Abrami, and Schmid, 2011; Means et al, 2009; Means et al., 2013).

An analysis of effective technology use for at-risk students found that simply replacing teachers with computer-based instruction typically yields no learning benefits. Rather, blending technology with teachers to support interactive learning, exploration, and creation (instead of "drill and kill" techniques) leads to higher engagement and learning gains (Darling-Hammond, Zielesinski, & Goldman, 2014).

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Tier: Tier 1

| Activity - Instructional Technology- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Staff will receive professional development on how to apply technology appropriately in their content area(s) to enhance instruction, differentiate instruction to meet students' needs and enhance the use of formative and summative assessments. This will include professional development on MiStar DnA, Illuminate, Google Suite, NWEA, Everyday Math online, Discovery Techbook, Big Ideas Online Component and any additional program specific training. They will receive support/training in how to help students develop skills to utilize technology as a tool in all areas of the curriculum, as well as implementation of 1:1 technology at the high school level. Staff will receive training on how to utilize the district website as a tool to facilitate communication with students, parents and the community. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Title II Part A | Director of Instruction, Instructional Technology Coaches, Building Principals, Staff |

| Activity - Computer Licenses and Educational Software | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------|--------|-----------|------------|------------|-------------------|----------------------------------|---|
| Educational software or licenses will be purchased to enhance learning during independent class time, literacy rotations, and extended day. Classroom teachers, technology coaches, and interventionists will facilitate student collaboration, allow students to work at their independent level, personalize instruction, and allow students to engage in and demonstrate learning in a variety of ways. The materials will be purchased with Section 31a, Section 35a funds, or general funds. Schools: All Schools | Supplemental Materials | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Section 31a, General Fund, Other | Director of Instruction, Building Principals, Staff |

| Activity - Technology Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| The technology department staff will continue work to implement a fully meshed wireless system to facilitate efficient delivery of information, handle the ordering of hardware and equipment to increase technology capacity, facilitate hardware repair, facilitate software glitches, and generally support the use of educational technology across the district. Schools: All Schools | Technology | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Other, General Fund | Central Administration, Network Administrator, IT Staff |

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| Activity - Instructional Technology Coaches | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| The district will employ instructional technology coaches as both a method of improving student academic achievement and to enhance professional growth for teachers. The main duty of each instructional technology coach will be to support teachers to implement technology to enhance instruction and communication. They will provide leadership within the school, work cooperatively and collaboratively with other professionals, serve as a resource, consult with teachers on a one-to-one basis, facilitate small group discussions, model lessons, observe in classrooms, assist in devising strategies for hard-to-reach students, serve as a liaison between administration and teachers, provide professional development opportunities, assist with the administration and analysis of assessments, and become involved in evaluating the school plans. They will facilitate on-going, job embedded professional development. Schools: All Schools | Professional Learning, Technology, Communication | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | General Fund | Director of Instruction, Building Principals, Instructional Technology Coaches |

Strategy 7:

Support Strategies for Special Populations - The District is committed to serving traditionally under-served populations (Homeless or Highly Mobile, English Learners, At-Risk Populations) and establishing the platforms necessary to provide the supports needed to ensure equity for all students. The district will track and monitor various points of data to to identify gaps and strategies to impact the achievement of these students.

Category: Learning Support Systems

Research Cited: Moore, J. (2013). Research summary: Resilience and at-risk children and youth. Retrieved from the National Center for Homeless Education Web site: <http://center.serve.org/nche/downloads/resilience.pdf>

Attention to the challenges facing Homeless and/or Highly Mobile (HHM) students is warranted as schools continue to develop learning models and examine the impact of relationships on learning. Due to the extreme nature of the challenges facing HHM students, focusing on meeting their educational needs is likely to impact all students in a school, regardless of their stability at school and home.

Ladson-Billings, G. (2011). Is meeting the diverse needs of all students possible? Kappa Delta Pi Record,(Fall), 13-15

Focus on students' strengths rather than weaknesses are a starting point for instruction. U.S. classrooms are increasingly complex spaces in which readers become literate, comprehend multiple kinds of texts, and adapt knowledge of the world, through the lenses of their lived experiences (Ladson-Billings, 2011).

Gay, G. (2000). Culturally responsive teaching: Theory, research, and practice. New York, NY: Teachers College Press.

Culturally responsive teaching (CRT), which is defined as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (Gay, 2010, p. 31)

Tier:

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| Activity - McKinney Vento Homeless Student Database | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>To ensure MV students' academic and social needs are met, the liaison will maintain a database (file) of all LEA homeless students, containing data on enrollment, living situation, program and subgroup participation, barriers/needs, LEA and consortium services provided, and academic achievement outcomes.</p> <p>Schools: All Schools</p> | Policy and Process | Tier 2 | | 07/01/2019 | 06/30/2022 | \$0 | General Fund | McKinney Vento Liaison, Director of Instruction, Coordinator of State and Federal Grants |
| Activity - Special Populations Professional Learning and Collaboration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>Appropriate district staff and liaisons will attend EL director meetings, MV grant consortium meetings, and the annual MDE Special Populations Conference to gain information on collaboration and coordination with other educational and community programs serving under-served students and families.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 2 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Title II Part A | McKinney Vento Liaison, Director of Instruction, Coordinator of State and Federal Programs |
| Activity - McKinney Vento Awareness Activities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>The District Liaison will collaborate and coordinate with the State and Federal Programs Coordinator to make all school staff aware of the district responsibilities and strategies for serving homeless students.</p> <p>Schools: All Schools</p> | Policy and Process | Tier 2 | | 07/01/2019 | 06/30/2022 | \$0 | General Fund | McKinney Vento Liaison, Coordinator of State and Federal Programs |
| Activity - EL Consultant | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| A certified EL consultant will work with classroom teachers to provide coaching, develop language goals based on WIDA standards, coteach and collaborate with the classroom teachers to modify curriculum to enrich language acquisition, and provide instructional materials to promote language development. Schools: Belleville High School, McBride Middle School | Professional Learning, Teacher Collaboration, Curriculum Development, Materials | Tier 2 | Implement | 07/01/2019 | 06/30/2020 | \$0 | General Fund | State and Federal Programs Coordinator |
|--|---|--------|-----------|------------|------------|-----|--------------|--|

| Activity - Trauma Informed Practices- Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff will receive training on implementation of various trauma informed practices to gain a deeper understanding of trauma and its impact, to promote resilience for all, and to better support the children and families we serve. Schools: All Schools | Professional Learning | Tier 2 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Title II Part A | State and Federal Programs Coordinator, Principals |

Strategy 8:

College and Career Readiness - VBPS will graduate career & college-ready students who possess the skills necessary to earn a self-sustaining wage and participate in postsecondary opportunities without remediation. To do this we must prepare our students to use technology and tools strategically in learning and communicating, use argument and reasoning to do research, construct arguments, and critique the reasoning of others, communicate and collaborate effectively with a variety of audiences, solve problems, construct explanations and design solutions.

Category: Career and College Ready

Research Cited: MDE Career and College Ready- Characteristics of Career and College ready Students

MDE Top 10 in 10 Goal 1: Provide every child access to an aligned, high-quality P-20 system from early childhood to postsecondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and

higher education – to maximize lifetime learning and success. Goal 6: Create a strong alignment and partnership with job

providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.

Tier: Tier 1

| Activity - Van Buren Early Middle College | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| During 10th grade, students may apply for Van Buren Early Middle College. Early College provides students with support and exposure to college while they are in high school. Partnering with Wayne County Community College District Western Campus, we can offer students an opportunity to earn an Associate's Degree or up to 2 years of college credits toward a Bachelor's Degree at low or no cost to the students. Schools: Belleville High School | Career Preparation /Orientation | Tier 2 | Implement | 07/02/2018 | 06/30/2022 | \$0 | General Fund | Principal, counselors, Director of Instruction, On-site Mentor, Program Facilitator |
|---|---------------------------------|--------|-----------|------------|------------|-----|--------------|---|

| Activity - Program Facilitator | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Program Facilitator will be hired to act as a mentor for Van Buren Early Middle College participants. Schools: Belleville High School | Career Preparation /Orientation | Tier 2 | Implement | 07/02/2018 | 06/30/2022 | \$0 | General Fund | Principal, Human Resources, Director of Instruction |

| Activity - Freshman Teaming and Transition Plan | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| To support Freshman to meet the demands of career and college readiness as they transition to high school, a teaming and transition plan is being implemented. Freshman will be placed in teams with smaller class size, common teachers, and classes will embed soft skills, culture building and academic supports to support students as they acclimate to high school. The plan includes academic supports including ELA and Math intervention, career and college counseling, and an algebra prep course. It also allows common prep time for teams to discuss data, communicate with families, and plan differentiation and support for students. Schools: Belleville High School | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Section 31a | Principal, Director of Instruction, Teachers, Counselors |

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 |
|--|---|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Workshops and Training | All classroom teachers who teach Young 5's-12th grade science will receive training on implementation of the NGSS, STEM, STEAM and other Michigan Science content. Teachers will be trained on the NGSS that are incorporated in the Battle Creek Science kits. They will focus on supporting students with informational reading strategies and writing strategies within this content area. This may include science workshops provided by Wayne RESA, web based training, or other content specific trainings. If training is done outside of the school day or year stipends may be paid with Title IIA funds. Registration fees and subs will be paid for with Title IIA funds or general funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administrators, and all Classroom Science Teachers |
| High Quality Instructional Strategies Training | Select staff will attend a variety of professional development activities including Pathways to Third Grade Reading Proficiency, Essential Instructional Practices for Literacy, Reading and/or Writing Workshop, Guided Reading and other Wayne RESA pd offerings to enhance and enrich literacy instruction and solidify teaching strategies in reading and writing. This will be combined with job-embedded training for all staff on implementation of high quality instructional strategies provided by building principals and instructional coaches. Registration fees and sub costs will be paid with Title IIA funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Staff |
| High Quality Instruction-Walkthroughs | Administrators will conduct classroom walk throughs to monitor implementation of high quality instructional practices and to collect implementation feedback. Data collected will be utilized to provide support for individual staff as well as determine training needs of the building. | Monitor, Walkthrough | Tier 1 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Director of Instruction, Instructional Coaches, Staff |

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| Professional Learning Teams | Time will be allocated for Professional Learning Teams (PLTs) to engage in teacher collaborative routines including use of data, instructional design and delivery, deepening knowledge of student learning, and reflective practice. If the professional learning team is involved in training or a coaching session, stipends or subs will be provided using Title IIa or Section 31a funds. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Coaching Coordinator, Building Principals, Instructional Coaches, Staff |
| Instructional Rounds | Building leaders or instructional coaches will work with staff to develop a shared practice of observing, discussing, and analyzing learning and teaching. Small groups of educators will make a series of visits to classrooms to observe specific behaviors, then share the results of their visits with the observed teachers. The aim of instructional rounds is to observe learning strategies, enhance teachers' pedagogical skills, and develop a shared understanding of what high-quality instruction looks like. In the event training or coaching occur during the school day, substitutes will be provided with Title IIa funds | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches/Interventionists, Staff |
| Social Workers | Social workers assigned to support implementation of the Positive Behavior Intervention Support (PBIS) program, hold small groups to address student behaviors, provide classroom support, address specific social skills, teach lessons from Second Step curriculum, provide support to families experiencing homelessness, and to consult with teachers, parents and administrators. | Behavioral Support Program | Tier 1 | Implement | 08/28/2018 | 06/30/2022 | \$0 | Building Principal, Social Workers |
| Positive Behavior Intervention and Support | The PBIS model will be used as a guide to develop and implement plans to address behavioral and social-emotional needs of individual students so they can focus on academic tasks and experience success. Select staff from each building will attend the National PBIS Leadership Forum and Wayne RESA trainings to better facilitate meetings and increase the use of effective practices throughout the building. | Behavioral Support Program | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | PBIS Team, Building Principal, Behavior Support Specialist(s), Social Workers, MTSS Team, Classroom Teachers, Support Staff |

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| Restorative Practice Training | Select staff will receive Day 1-4 training at Wayne County RESA to guide the implementation of Restorative Practices, a program that empowers students to resolve conflicts on their own and in small groups called restorative circles. BHS staff will attend a three day Train-the-Trainer session at EMU in August 2018. The training will be paid with Title IIa funds. Registration fees and substitute costs will be paid with Title IIa funds. | Behavioral Support Program | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Administrators, Building Principals, Staff |
| Instructional Coaching | The district will employ instructional coaches as both a method of improving student academic achievement and to enhance professional growth for teachers. The main duty of each coach/content expert will be to support teachers. Coaches/content experts will provide leadership within the school, work cooperatively and collaboratively with other professionals, serve as a resource, consult with teachers on a one-to-one basis, facilitate small group discussions, model lessons, observe in classrooms, assist in devising strategies for hard-to-reach students, serve as a liaison between administration and teachers, provide professional development opportunities, assist with the administration and analysis of assessments, and become involved in evaluating the school plans. They will facilitate on-going, job embedded professional development. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, State and Federal Programs Coordinator, Building Principals, Instructional Coaches |
| Family Engagement Coordination | All schools will implement authentic activities to engage families in supporting and monitoring their children's education and behavioral goals. In Title I School-wide buildings, the person responsible for organizing family engagement activities will be paid an hourly stipend for each hour spent in organizing family engagement activities, facilitating parent communications, gathering community resources to support and advocate for families, or parent education and outreach. They will also assist the building's staff in activities such as promoting parent information sharing, supporting parent involvement in school activities by soliciting volunteers, creating and distributing surveys, finding resources in home languages to engage families of English Learners, and participating on the building's School Improvement Team. | Parent Involvement | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Staff, and Family Engagement Coordinators |

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| Two Way Stakeholder Communication | Each building will implement a communication plan that includes: weekly telephone calls, e-mail blasts, regular updates on the district/school website, regular electronic sign updates, monthly school newsletters, curriculum night activities, parent teacher conferences and individual teacher and principal contacts with school community. This aligns with our Strategic Plan goal: We will increase proactive and transparent communication, both internally and externally. | Community Engagement, Communication | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | All District Administration, Instructional Staff, and Support Staff |
| Multi-Tiered Systems of Support- Training | District Staff will attend training in best practices, establishing and implementing a high quality multi-tiered system of support (MTSS) to provide interventions to address academic and/or behavioral needs of individual students. Registration fees and substitute costs (if needed) for MTSS trainings including use of data, differentiating academic strategies, building a comprehensive network of student support, and/or other RESA trainings will be paid with Title IIa funds. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches, Instructional Staff |
| Writing Professional Development | Staff will attend training and receive job embedded professional development on writing rubrics, traits of writing, genres, and techniques to incorporate writing in their content area. Teachers at Edgemont Elementary will do a book study using The Writing Strategies Book. All teachers will engage in collective scoring of writing assignments to build coherence and develop a common language across content areas. Title IIa funds will be used for registration fees, materials, stipends, travel, and subs for professional development. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Director of Instruction, Instructional Coaches, Staff |
| Content Specific Professional Development | Staff including social workers, counselors, preschool special education staff, interventionists, instructional coaches, and teachers of the specials classes, such as music, art, media and PE, will attend content-specific professional development with their countywide peers. They will also be able to attend content appropriate conferences and professional development activities. Registration fees and travel costs, including hotel, mileage, and meals, will be paid with Title IIa or 31a funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Staff |

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| Professional Development for Administrators | Current administrative staff and aspiring administrators will engage in a variety of professional development activities including attending workshops and trainings. Administrators will also attend conferences (state or national) including MASFPS, AdvancED, ASCD, MEMSPA, MASSP, and MDE to increase their content knowledge, instructional strategies or strategies to work with a variety of student populations internally or outside the district. Stipends, registration fees and travel costs, including hotel, mileage, airfare and meals will be paid with Title IIa or general funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Administrators |
| Conference Attendance | Staff may attend a variety of conferences based on their content areas or areas of need, such as the Michigan Reading Association, MACUL, AdvancED, MDE School Improvement, Illuminate, and the MiAEYC Early Childhood Conference. Registration fees and travel costs, including hotel, mileage and meals will be paid with Title IIa or 31a funds | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration, Instructional Staff |
| New Teacher Training | Instructional coaches, mentor teachers, and other district leaders will provide professional learning activities and job embedded PD to new teachers or teachers with an IDP. Additionally, new teachers may elect to attend the Wayne RESA New Teacher Academy and recommended staff will have options to attend other related professional learning opportunities to support their improvement. Registration fees, subs and travel costs will be paid with Title IIa or 31a funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration and Identified Teachers |
| Formative Assessment Training | Staff will receive training on formative assessment in order to utilize the information collected from comprehensive assessments within each curricular unit to plan instruction to meet the needs of all learners. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principal, Staff |
| Data Driven Instruction Training | Each staff member will be trained on how to collect, analyze and interpret data for use in developing student instruction or behavioral interventions that align to the district curriculum. Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic and behavioral needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes. Training may include Wayne RESA MiStar DnA sessions, Illuminate Conference, use of data from NWEA tests, and data protocols. Consultant fees, registration fees, travel and sub costs will be funded with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Staff |

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| Instructional Technology- Training | Staff will receive professional development on how to apply technology appropriately in their content area(s) to enhance instruction, differentiate instruction to meet students' needs and enhance the use of formative and summative assessments. This will include professional development on MiStar DnA, Illuminate, Google Suite, NWEA, Everyday Math online, Discovery Techbook, Big Ideas Online Component and any additional program specific training. They will receive support/training in how to help students develop skills to utilize technology as a tool in all areas of the curriculum, as well as implementation of 1:1 technology at the high school level. Staff will receive training on how to utilize the district website as a tool to facilitate communication with students, parents and the community. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Instructional Technology Coaches, Building Principals, Staff |
| Computer Licenses and Educational Software | Educational software or licenses will be purchased to enhance learning during independent class time, literacy rotations, and extended day. Classroom teachers, technology coaches, and interventionists will facilitate student collaboration, allow students to work at their independent level, personalize instruction, and allow students to engage in and demonstrate learning in a variety of ways. The materials will be purchased with Section 31a, Section 35a funds, or general funds. | Supplemental Materials | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Staff |
| Technology Support | The technology department staff will continue work to implement a fully meshed wireless system to facilitate efficient delivery of information, handle the ordering of hardware and equipment to increase technology capacity, facilitate hardware repair, facilitate software glitches, and generally support the use of educational technology across the district. | Technology | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Central Administration, Network Administrator, IT Staff |
| Culturally Relevant Education- Training | Staff will participate in professional development activities that focus on culturally relevant, research-based educational practices including Wayne RESA's Academically and Socially Supporting African American Males, Culturally Relevant Instruction, Reaching and Teaching Students in Poverty. Registration fees, sub costs, and travel costs will be paid with Title IIa or 31a funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |

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| High Quality Instruction-Training | Select staff will attend a variety of professional development activities to enhance and enrich mathematics instruction and solidify teaching strategies including the workshop model, STEM learning, and differentiated instruction. This will be combined with job-embedded training for all staff on implementation of high quality instructional strategies provided by building principals and instructional coaches. Registration fees and sub costs will be paid with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches, Staff |
| High Quality Instruction-Walkthroughs | Building Leaders will conduct classroom walkthroughs to monitor implementation of high quality instructional practices and to collect implementation feedback. Data collected will be utilized to provide support for individual staff as well as determine training needs of the building. | Monitor, Walkthrough | Tier 1 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Director of Instruction, Instructional Coaches, Staff |
| Professional Learning Teams | Time will be allocated for Professional Learning Teams (PLTs) to engage in teacher collaborative routines including use of data, instructional design and delivery, deepening knowledge of student learning, and reflective practice. If the professional learning team is involved in training or a coaching session, stipends or subs will be provided using Section 31a or Title IIa funds. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Coaching Coordinator, Building Principals, instructional coaches, staff |
| Instructional Coaching | The district will employ instructional coaches/content experts as both a method of improving student academic achievement and enhancing professional growth for teachers. The main duty of each coach/content expert will be to support teachers. Coaches/content experts will provide leadership within the school, work cooperatively and collaboratively with other professionals, serve as a resource, consult with teachers on a one-to-one basis, facilitate small group discussions, model lessons, observe in classrooms, assist in devising strategies for hard-to-reach students, serve as a liaison between administration and teachers, provide professional development opportunities, assist with the administration and analysis of assessments, and become involved in evaluating the school plans. They will facilitate on-going, job embedded professional development. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, State and Federal Programs Coordinator, Building Principals, Instructional Coaches |

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| Instructional Rounds | Building leaders and/or instructional coaches will work with staff to develop a shared practice of observing, discussing, and analyzing learning and teaching as small groups of educators make a series of visits to classrooms to observe specific behaviors, then share the results of their visits with the observed teachers. The aim of instructional rounds is to observe instructional strategies to determine root causes for problems and work toward positive outcomes. In the event training or coaching occur during the school day, substitutes will be provided with Title IIa funds. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches/Interventionists, Staff |
| Before, During or After School Tutoring and Summer Program | Identified students including 31a, Homeless and/or English Learners will be encouraged to participate in before, during or after school tutoring with math interventionists and teachers to master basic math skills. The high school students who need extra time to complete courses for credit will be encouraged to participate in a summer school program. Transportation may be provided. If students identified as homeless need additional support to attend, the district will provide the additional needed services. | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Math Interventionists and Teachers |
| Math Intervention Support | Title I and 31a Intervention staff will provide large and small group push-in or pull-out differentiated instruction to identified students in grades K-12 before, during and after school hours. McBride Middle School students will receive small group intervention support in Instructional Learning Hour (ILH) and Power Hour. High School freshman at risk of not scoring proficient will have smaller class sizes and specific supports in math. | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Administration, Title I and 31a Intervention Staff |
| Literature Circles | English Language Arts teachers and interventionists will receive training on how to create and implement literature circles. Registration fees and sub costs will be paid with Title IIa funds. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Instructional Coaches, Interventionists, ELA Staff |

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| High Quality Instruction-Training | Staff will attend a variety of professional development activities to enhance and enrich science instruction and solidify teaching strategies. This training will include use of data to plan differentiated instruction, instructional strategies to increase students' scientific understanding, training on use of scientific materials and equipment, and will be combined with job-embedded training for all staff on implementation of high quality instructional strategies provided by building principals and instructional coaches. Registration fees and sub costs will be paid with Title IIa funds. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Staff, Instructional Coaches |
| High Quality Instruction-Walkthroughs | Administrators will conduct classroom walkthroughs to monitor implementation of high quality instructional practices and to collect implementation feedback. Data collected will be utilized to provide support for individual staff as well as determine training needs of the building. | Monitor, Walkthrough | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Staff |
| Content Experts | Science content expert /instructional coach will be employed to facilitate curriculum development, guide instructional practices, increase student performance in science, and support teachers in PLTs and individually as they implement NGSS practices and align instruction to the new district curriculum. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Content Expert |
| Professional Learning Teams | Time will be allocated for Professional Learning Teams (PLTs) to engage in teacher collaborative routines including use of data, instructional design and delivery, deepening knowledge of student learning, and reflective practice. If the professional learning team is involved in training or a coaching session subs will be provided using Title IIa funds. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Coaching Coordinator, Building Principals, Instructional Coaches, Staff |

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| Instructional Coaching | The district will employ instructional coaches as both a method of improving student academic achievement and to enhance professional growth for teachers. The main duty of each coach/content expert will be to support teachers. Coaches/content experts will provide leadership within the school, work cooperatively and collaboratively with other professionals, serve as a resource, consult with teachers on a one-to-one basis and in PLTs, facilitate small group discussions, model lessons, observe in classrooms, assist in devising strategies for hard-to-reach students, serve as a liaison between administration and teachers, provide professional development opportunities, assist with the administration and analysis of assessments, and become involved in evaluating the school plans. They will facilitate on-going, job embedded professional development. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, State and Federal Programs Coordinator, Building Principals, Instructional Coaches |
| Instructional Technology Coaches | The district will employ instructional technology coaches as both a method of improving student academic achievement and to enhance professional growth for teachers. The main duty of each instructional technology coach will be to support teachers to implement technology to enhance instruction and communication. They will provide leadership within the school, work cooperatively and collaboratively with other professionals, serve as a resource, consult with teachers on a one-to-one basis, facilitate small group discussions, model lessons, observe in classrooms, assist in devising strategies for hard-to-reach students, serve as a liaison between administration and teachers, provide professional development opportunities, assist with the administration and analysis of assessments, and become involved in evaluating the school plans. They will facilitate on-going, job embedded professional development. | Professional Learning, Communication | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Technology Coaches |
| High Quality Instruction-Training | Staff will attend a variety of professional development activities to enhance and enrich Social Studies instruction and solidify teaching strategies including Wayne RESA offerings. This will be combined with job-embedded training for all staff on implementation of high quality instructional strategies provided by building principals and instructional coaches. Registration fees and sub costs will be paid with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches, Staff |

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| High Quality Instruction-Walkthroughs | Administrators will conduct classroom walk throughs to monitor implementation of high quality instructional practices and to collect implementation feedback. Data collected will be utilized to provide support for individual staff as well as determine training needs of the building. | Monitor, Walkthrough | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Director of Instruction, Instructional Coaches, Staff |
| Professional Learning Teams | Time will be allocated for Professional Learning Teams (PLTs) to engage in teacher collaborative routines including use of data, instructional design and delivery, deepening knowledge of student learning, and reflective practice. If the professional learning team is involved in training or a coaching session subs or stipends will be provided using Title IIa funds. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Coaching Coordinator, Building Principals, instructional coaches, staff |
| Instructional Coaching | The district will employ instructional coaches as both a method of improving student academic achievement and to enhance professional growth for teachers. The main duty of each coach/content expert will be to support teachers. Coaches/content experts will provide leadership within the school, work cooperatively and collaboratively with other professionals, serve as a resource, consult with teachers on a one-to-one basis, facilitate small group discussions, model lessons, observe in classrooms, assist in devising strategies for hard-to-reach students, serve as a liaison between administration and teachers, provide professional development opportunities, assist with the administration and analysis of assessments, and become involved in evaluating the school plans. They will facilitate on-going, job embedded professional development. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, State and Federal Programs Coordinator, Building Principals, Instructional Coaches |
| Project Based Learning-Training | Staff will receive training on implementation of project based learning. This may include in-services, attending workshops, and attending the New Tech Annual Conference to learn to design complex and authentic challenges to engage students in project based learning. Cost of Registration, substitutes, stipends, and travel may be paid with Title IIa funds. | Professional Learning | Tier 1 | Getting Ready | 05/10/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals |
| Differentiated Instruction | Students will receive differentiated ELA instruction based on data to ensure they are working at their instructional level. Staff will attend trainings and principals and instructional coaches at each building will lead professional learning in differentiated instruction, and use of assessment data to create plans for differentiating instruction. | Professional Learning, Direct Instruction | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches, Staff |

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| Book Studies | Staff will participate in book studies to learn about current topics and research-based strategies. Building principals and instructional coaches will facilitate the professional learning, staff will have opportunities to discuss concepts during PLT meetings, and receive coaching and support through instructional rounds while implementing new practices. BHS will be learning about student-centered practices and Savage will do a study on the book "No More Mindless Homework' Books will be purchased with Title IIa, Section 35a, or 31a funds | Professional Learning, Supplemental Materials | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Instructional Coaches, Staff |
| Project Based Learning-Training | Staff will receive training on implementation of project based learning. This may include in-services, attending workshops, and attending the New Tech Annual Conference to learn to design complex and authentic challenges to engage students in project based learning. Cost of Registration, substitutes, stipends, and travel may be paid with Title IIa funds. | Professional Learning, Implementation | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Staff |
| Project Based Learning | Staff will receive training on implementation of project based learning. This may include in-services, attending workshops, and attending the New Tech Annual Conference to learn to design complex and authentic challenges to engage students and require them to demonstrate mastery of scientific knowledge. Cost of Registration, substitutes, stipends, and travel may be paid with Title IIa funds. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Staff |
| Investigations and Scientific Models | Staff will implement science investigations and scientific models to engage students in sense making talk, make thinking visible, and press for evidence based explanations. Staff will also create opportunities for students to participate in science labs and various STEM activities. | Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Staff |
| Project Based Learning-Training | Staff will receive training on implementation of project based learning. This may include in-services, attending workshops, and attending the New Tech Annual Conference to learn to design complex and authentic challenges to engage students in project based learning. Cost of Registration, substitutes, stipends, and travel may be paid with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches, Staff |
| Use of Informational Texts | During PBL, teachers will incorporate student use of Informational texts, and other language and literacy skills, to increase scientific reasoning and deepen understanding of scientific concepts. | Direct Instruction, Materials | Tier 1 | | 06/11/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Staff |

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| Project Based Learning-Training | Staff will receive training on implementation of project based learning. This may include in-services, attending workshops, and attending the New Tech Annual Conference to learn to design complex and authentic challenges to engage students in project based learning. Cost of Registration, substitutes, stipends, and travel may be paid with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principal, Instructional Coaches, Staff |
| Informational Text | During PBL, teachers will incorporate student use of Informational texts, and other language and literacy skills, to increase reasoning and deepen understanding of social studies concepts. | Implementation, Materials | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Staff |
| McKinney Vento Homeless Student Database | To ensure MV students' academic and social needs are met, the liaison will maintain a database (file) of all LEA homeless students, containing data on enrollment, living situation, program and subgroup participation, barriers/needs, LEA and consortium services provided, and academic achievement outcomes. | Policy and Process | Tier 2 | | 07/01/2019 | 06/30/2022 | \$0 | McKinney Vento Liaison, Director of Instruction, Coordinator of State and Federal Grants |
| Special Populations Professional Learning and Collaboration | Appropriate district staff and liaisons will attend EL director meetings, MV grant consortium meetings, and the annual MDE Special Populations Conference to gain information on collaboration and coordination with other educational and community programs serving under-served students and families. | Professional Learning | Tier 2 | Implement | 07/01/2019 | 06/30/2022 | \$0 | McKinney Vento Liaison, Director of Instruction, Coordinator of State and Federal Programs |
| McKinney Vento Awareness Activities | The District Liaison will collaborate and coordinate with the State and Federal Programs Coordinator to make all school staff aware of the district responsibilities and strategies for serving homeless students. | Policy and Process | Tier 2 | | 07/01/2019 | 06/30/2022 | \$0 | McKinney Vento Liaison, Coordinator of State and Federal Programs |
| STEM Activities | Students will participate in STEM based learning opportunities increasing application of real-world, cross curricular learning. | Implementation | Tier 1 | Implement | 09/03/2019 | 06/30/2022 | \$0 | Building Leaders, Director of Instruction, Teachers |

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| Strategy Based Instruction Training | Building Principal and/or Instructional Coaches will work with the entire staff, and in PLTs, to support staff as they implement various reading and writing strategies found in Michigan K-12 ELA standards. Select staff will attend training to incorporate strategy based instruction. Additionally staff will participate in the following book studies led by the building principal and instructional coaches: Owen Intermediate: No More Independent Reading Without Support and Savage: No More "Look Up the List" Vocabulary Instruction | Professional Learning, Direct Instruction, Implementation | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Director of Instruction, Building Principal, Instructional Coach, Teachers |
| Higher Order Thinking Skills | Teachers will build students' higher order thinking including complex judgmental skills such as critical thinking and problem solving. Tyler Elementary is using Think Up Curriculum, a high-interest reading selections and engaging activities to help students progress beyond comprehension to build critical thinking skills and strong vocabularies. | Implementation | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Building Leaders, Teachers |
| Classroom Workshop Training | Building Principal and/or Instructional Coaches will work with the entire staff, and in PLTs, to support staff as they implement various elements of the classroom reading and writing workshop model. Select staff will attend training to incorporate workshop model elements including guided reading, writing traits, mentor texts, shared writing, skill instruction, management of small group activities, differentiation, personalization and conferring. Additionally staff will participate in the following book studies led by the building principal and instructional coaches: Owen Intermediate: No More Independent Reading Without Support and Savage: No More "Look Up the List" Vocabulary Instruction | Professional Learning, Materials | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Director of Instruction, Coordinator of State and Federal Programs, Building Principal, Instructional Coaches, Teaching Staff |
| Academic Vocabulary and SIOP Training | Select classroom teachers will receive training in the SIOP Model, which is a research-based and validated model of sheltered instruction to help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. | Professional Learning | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Director of Instruction, Coordinator of State and Federal Programs, Teachers |
| Academic Vocabulary and SIOP Training | Select classroom teachers will receive training in the SIOP Model, which is a research-based and validated model of sheltered instruction to help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Director of Instruction, State and Federal Program Coordinator, Building Leaders, Teachers |

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| Academic Vocabulary and SIOP Training | Select classroom teachers will receive training in the SIOP Model, which is a research-based and validated model of sheltered instruction to help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. Registration costs, materials needed for training, stipends and sub costs may be paid with general funds, Title IIa, Section 41 or Title III funds. | Professional Learning, Implementation | Tier 1 | Implement | 06/18/2019 | 06/30/2022 | \$0 | Director of Instruction, Coordinator of State and Federal Programs, Teachers |
| Academic Vocabulary and SIOP Training | Select classroom teachers will receive training in the SIOP Model, which is a research-based and validated model of sheltered instruction to help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. Registration costs, materials needed for training, stipends and sub costs may be paid with general funds, Title IIa, Section 41 or Title III funds. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Director of Instruction, Coordinator of State and Federal Programs, Teachers |
| Instructional Rounds | Building leaders and/or instructional coaches will work with staff to develop a shared practice of observing, discussing, and analyzing learning and teaching as small groups of educators make a series of visits to classrooms to observe specific behaviors, then share the results of their visits with the observed teachers. The aim of instructional rounds is to observe instructional strategies to determine root causes for problems and work toward positive outcomes. In the event training or coaching occur during the school day, substitutes will be provided with Title IIa funds. | Professional Learning, Policy and Process | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Director of Instruction, Instructional Coaches, Building Principal, Teachers |
| Instructional Rounds | Building leaders and/or instructional coaches will work with staff to develop a shared practice of observing, discussing, and analyzing learning and teaching as small groups of educators make a series of visits to classrooms to observe specific behaviors, then share the results of their visits with the observed teachers. The aim of instructional rounds is to observe instructional strategies to determine root causes for problems and work toward positive outcomes. In the event training or coaching occur during the school day, substitutes will be provided with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Director of Instruction, Building Principal, Instructional Coaches, Teachers |

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| School Community Liaison | Liaison will provide support to the instructional program with specific responsibilities for providing information on programs/services available to students and families as well as school and/or district activities and procedures, referring families to other agencies, and fostering an ongoing partnership between the home and school. Liaison will conduct home visits, parent meetings, confer with teachers and building leaders for the purpose of ensuring an ongoing school and home partnership is established. | Community Engagement, Communication, Materials | Tier 2 | Implement | 07/01/2019 | 06/30/2020 | \$0 | Director of Instruction, State and Federal Program Coordinator |
| Trauma Informed Practices- Training | Staff will receive training on implementation of various trauma informed practices to gain a deeper understanding of trauma and its impact, to promote resilience for all, and to better support the children and families we serve. | Professional Learning | Tier 2 | Implement | 07/01/2019 | 06/30/2022 | \$0 | State and Federal Programs Coordinator, Principals |
| Social and Emotional Learning | Staff will attend training and implement activities (morning meetings, Second Step) to build and reinforce social and emotional learning (SEL) or the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. | Professional Learning, Behavioral Support Program | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Director of Instruction, Principals, Instructional Coaches, Classroom Staff, Social Workers |
| Training on Student Engagement | Trevor Muir opening day keynote and afternoon session based on The Epic Classroom focused on how to increase student engagement, how to plan and execute an effective approach to project-based learning, specific strategies for leading engaged students, sharing outlines and tools to plan and manage projects, and methods to increase academic performance in students. | Professional Learning | Tier 1 | Implement | 08/27/2019 | 06/30/2020 | \$0 | Director of Instruction, State and Federal Program Coordinator |

Tyler Road Elementary School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| Before, During or After School Tutoring and Summer Program in Reading | Identified students including 31a, Homeless and/or English Learners will be encouraged to participate in before, during or after school tutoring and work with teachers and interventionists on reading intervention strategies. High School students who need support to earn English credits will be encouraged to participate in a summer school program or other credit recovery options. Transportation may be provided for before or after school and summer program. If students identified as homeless need additional support to attend, the district will provide the additional needed services. | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Teachers and Interventionists |
| ELA Intervention Support | Title I and 31a Intervention staff will be hired to provide large and small group push-in or pull-out differentiated instruction to identified students in grades K -12 before, during and after school hours. | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | Building Administration and Title I and 31a Intervention Staff |
| Workshops and Training | Teachers will attend workshops and training on the MC3 standards for Social Studies, K-12 Social Studies Standards, Wayne RESA offerings, and a variety of Social Studies workshops to implement the standards into their classroom social studies curriculum. Training may also focus on supporting students with informational reading and writing strategies within this content area. Registration fees and subs will be provided with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration, and Social Studies teachers |
| Phonics First Training and Coaching | All new Kindergarten through 3rd grade classroom teachers, K-4 Instructional Coaches and ELA interventionists will receive training on Phonics First. As part of the training, each teacher will receive an essential teacher kit to facilitate the training. Instructional coaches will provide job embedded support throughout the year. Stipends (if training occurs in the summer), subs and online training fees (if needed) will be paid with Title IIa or 31a funds. | Professional Learning, Monitor | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, building level administration, classroom teachers, special education staff, and Title I and 31a staff |

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| Kindergarten Intervention- Kinder Kamp | All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Each building's Kindergarten teachers will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively. | Academic Support Program, Evaluation | Tier 1 | Evaluate | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration and Kindergarten Teaching Staff. Additional staff will be hired, if building level teachers are not available to participate. |
| Leveled Literacy Intervention- Training | Any interventionists new to the position will attend LLI training provided by Wayne County RESA. Topics covered include an overview of the Lesson Framework, assessing and grouping students, teaching within the LLI lessons, using the Prompting Guide, understanding the demands of texts, and documenting progress. In addition to learning how to implement LLI, participants will deepen their understanding of many research-based techniques to help struggling readers make accelerated progress. Registration fees will be paid with Title IIa funds, materials needed for training but also used with children, including kits or additional LLI resources, will be purchased with Title I funds or general funds. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches, Staff |
| Leveled Literacy Intervention (LLI) walkthroughs | Building Principals and the State and Federal Programs Coordinator will conduct walkthroughs during LLI small group reading intervention to monitor implementation using the LLI Fidelity Checklist. Feedback collected will be used to determine needs including additional training or instructional coaching support. | Professional Learning, Monitor, Walkthrough | Tier 2 | Monitor | 09/04/2018 | 06/30/2022 | \$0 | State and Federal Programs Coordinator, Building Principals, instructional coaches, interventionists |

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| Leader in Me- Training | Teachers will receive training to implement the Leader in Me, which is an approach to developing a culture of leadership in our schools and is based on The 7 Habits of Highly Effective People® by Stephen Covey. Developing a culture of leadership in our schools is about helping children be leaders of their own lives, it helps them identify their own unique talents and abilities and encourages them to make a positive difference in the world. | Behavioral Support Program | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coaches, Staff |
| Essential Instructional Practices for Literacy-Training | Teachers, coaches and building leaders will receive training on implementing the instructional strategies from the Early Literacy Task Force recommendations including reading and writing across the curriculum, differentiated small groups, and read alouds. Additionally, teachers will work in professional learning teams to align these practices to their newly developed curriculum documents. Registration fees and sub costs will be paid with Title IIa funds. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Instructional Coaches, Staff |
| Handwriting Without Tears- Training | Handwriting Without Tears program and materials will be utilized to teach the foundation skill of handwriting that can influence reading, writing, language use, and critical thinking. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Instructional Coaches, Staff |
| Accommodation and Support Materials | Buildings will purchase supplemental materials for MTSS Tier 2 and Tier 3 students. Materials may include wiggle seats, fidgets, pencil grips or visual aids that will support and accommodate student needs within the classroom. Materials will be purchased with Section 31a funds or Title I funds. | Supplemental Materials | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, MTSS Team, Staff |
| Mentor Texts | Mentor texts will be utilized in elementary classrooms. The building principal and instructional coach will lead a book studies, meet with PLTs, and support individual teachers to implement mentor texts in small and whole group settings to model reading and writing skills and processes. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |
| Small Group Guided Reading | Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop. | Professional Learning, Implementation | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |

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| Strategy Based Instruction | Building Principal and Instructional Coaches at all buildings will work with the entire staff, and in PLTs, to implement reading and writing strategies found in Michigan K-12 ELA standards. Staff will participate in the following book studies led by the building principal and instructional coaches: Owen Intermediate: No More Independent Reading Without Support Savage: No More “Look Up the List” Vocabulary Instruction | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |
| Kinder Kamp-Kindergarten Intervention | All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Kindergarten teachers from each building will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively. | Academic Support Program, Evaluation | Tier 1 | Implement | 08/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration and Kindergarten Teaching Staff. Additional staff will be hired, if building level teachers are not available to participate. |
| Everyday Mathematics Training | Teaching staff in grades K-6 new to the district will participate in professional development on how to implement balanced instruction utilizing the Everyday Math program. Teachers already trained in the program will receive job embedded, ongoing coach/content expert supported professional development. Math training will be provided by the district instructional coaches/content experts or training fees will be paid with Title IIa funds for outside trainers or workshops. Substitute costs (if training takes place during the school day) and stipends for summer work may be paid with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches |
| RISE Framework | The Next Step Forward in Reading Intervention: The RISE framework to implement intensive, short-term, targeted reading intervention will be utilized in select grades. | Academic Support Program | Tier 2 | Implement | 07/01/2019 | 06/30/2022 | \$0 | State and Federal Program Coordinator, Interventionists, MTSS Team Chairs |

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| Individualized Reading Plan Development | K-4 Elementary staff will collaborate with parents to develop individual reading plans for students that are identified as below grade level. | Academic Support Program | Tier 2 | | 08/28/2018 | 06/30/2022 | \$0 | K-4 Staff |
| Small Group Guided Reading | Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop. | Direct Instruction, Implementation | Tier 1 | | 07/01/2019 | 06/30/2022 | \$0 | Building Principal, Instructional Coaches, Teachers |
| Curriculum Implementation and Resource Mapping | As K-6 moves to the MAISA ELA curriculum units, district and building leaders will ensure that appropriate resources are available and teachers have appropriate training to ensure all students have equitable access to the curriculum. This is aligned to MDE Strategy 2.4a "Ensure a viable curriculum is accessible to all students". | Implementation, Curriculum Development, Policy and Process, Materials | Tier 1 | Implement | 06/17/2019 | 06/30/2022 | \$0 | Director of Instruction, Federal and State Program Coordinator, Instructional Coaches, Building Principals, Staff |

Savage Road Elementary School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Before, During or After School Tutoring and Summer Program in Reading | Identified students including 31a, Homeless and/or English Learners will be encouraged to participate in before, during or after school tutoring and work with teachers and interventionists on reading intervention strategies. High School students who need support to earn English credits will be encouraged to participate in a summer school program or other credit recovery options. Transportation may be provided for before or after school and summer program. If students identified as homeless need additional support to attend, the district will provide the additional needed services. | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Teachers and Interventionists |
| ELA Intervention Support | Title I and 31a Intervention staff will be hired to provide large and small group push-in or pull-out differentiated instruction to identified students in grades K-12 before, during and after school hours. | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | Building Administration and Title I and 31a Intervention Staff |

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| Workshops and Training | Teachers will attend workshops and training on the MC3 standards for Social Studies, K-12 Social Studies Standards, Wayne RESA offerings, and a variety of Social Studies workshops to implement the standards into their classroom social studies curriculum. Training may also focus on supporting students with informational reading and writing strategies within this content area. Registration fees and subs will be provided with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration, and Social Studies teachers |
| Phonics First Training and Coaching | All new Kindergarten through 3rd grade classroom teachers, K-4 Instructional Coaches and ELA interventionists will receive training on Phonics First. As part of the training, each teacher will receive an essential teacher kit to facilitate the training. Instructional coaches will provide job embedded support throughout the year. Stipends (if training occurs in the summer), subs and online training fees (if needed) will be paid with Title IIa or 31a funds. | Professional Learning, Monitor | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, building level administration, classroom teachers, special education staff, and Title I and 31a staff |
| Kindergarten Intervention- Kinder Kamp | All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Each building's Kindergarten teachers will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively. | Academic Support Program, Evaluation | Tier 1 | Evaluate | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration and Kindergarten Teaching Staff. Additional staff will be hired, if building level teachers are not available to participate. |

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| Leveled Literacy Intervention- Training | Any interventionists new to the position will attend LLI training provided by Wayne County RESA. Topics covered include an overview of the Lesson Framework, assessing and grouping students, teaching within the LLI lessons, using the Prompting Guide, understanding the demands of texts, and documenting progress. In addition to learning how to implement LLI, participants will deepen their understanding of many research-based techniques to help struggling readers make accelerated progress. Registration fees will be paid with Title Ila funds, materials needed for training but also used with children, including kits or additional LLI resources, will be purchased with Title I funds or general funds. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches, Staff |
| Leveled Literacy Intervention (LLI) walkthroughs | Building Principals and the State and Federal Programs Coordinator will conduct walkthroughs during LLI small group reading intervention to monitor implementation using the LLI Fidelity Checklist. Feedback collected will be used to determine needs including additional training or instructional coaching support. | Professional Learning, Monitor, Walkthrough | Tier 2 | Monitor | 09/04/2018 | 06/30/2022 | \$0 | State and Federal Programs Coordinator, Building Principals, instructional coaches, interventionists |
| Leader in Me- Training | Teachers will receive training to implement the Leader in Me, which is an approach to developing a culture of leadership in our schools and is based on The 7 Habits of Highly Effective People® by Stephen Covey. Developing a culture of leadership in our schools is about helping children be leaders of their own lives, it helps them identify their own unique talents and abilities and encourages them to make a positive difference in the world. | Behavioral Support Program | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coaches, Staff |
| Essential Instructional Practices for Literacy-Training | Teachers, coaches and building leaders will receive training on implementing the instructional strategies from the Early Literacy Task Force recommendations including reading and writing across the curriculum, differentiated small groups, and read alouds. Additionally, teachers will work in professional learning teams to align these practices to their newly developed curriculum documents. Registration fees and sub costs will be paid with Title Ila funds. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Instructional Coaches, Staff |
| Handwriting Without Tears- Training | Handwriting Without Tears program and materials will be utilized to teach the foundation skill of handwriting that can influence reading, writing, language use, and critical thinking. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Instructional Coaches, Staff |

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| Accommodation and Support Materials | Buildings will purchase supplemental materials for MTSS Tier 2 and Tier 3 students. Materials may include wiggle seats, fidgets, pencil grips or visual aids that will support and accommodate student needs within the classroom. Materials will be purchased with Section 31a funds or Title I funds. | Supplemental Materials | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, MTSS Team, Staff |
| Mentor Texts | Mentor texts will be utilized in elementary classrooms. The building principal and instructional coach will lead a book studies, meet with PLTs, and support individual teachers to implement mentor texts in small and whole group settings to model reading and writing skills and processes. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |
| Small Group Guided Reading | Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop. | Professional Learning, Implementation | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |
| Strategy Based Instruction | Building Principal and Instructional Coaches at all buildings will work with the entire staff, and in PLTs, to implement reading and writing strategies found in Michigan K-12 ELA standards. Staff will participate in the following book studies led by the building principal and instructional coaches: Owen Intermediate: No More Independent Reading Without Support Savage: No More "Look Up the List" Vocabulary Instruction | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |
| Kinder Kamp-Kindergarten Intervention | All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Kindergarten teachers from each building will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively. | Academic Support Program, Evaluation | Tier 1 | Implement | 08/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration and Kindergarten Teaching Staff. Additional staff will be hired, if building level teachers are not available to participate. |

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| Everyday Mathematics Training | Teaching staff in grades K-6 new to the district will participate in professional development on how to implement balanced instruction utilizing the Everyday Math program. Teachers already trained in the program will receive job embedded, ongoing coach/content expert supported professional development. Math training will be provided by the district instructional coaches/content experts or training fees will be paid with Title IIa funds for outside trainers or workshops. Substitute costs (if training takes place during the school day) and stipends for summer work may be paid with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches |
| RISE Framework | The Next Step Forward in Reading Intervention: The RISE framework to implement intensive, short-term, targeted reading intervention will be utilized in select grades. | Academic Support Program | Tier 2 | Implement | 07/01/2019 | 06/30/2022 | \$0 | State and Federal Program Coordinator, Interventionists, MTSS Team Chairs |
| Individualized Reading Plan Development | K-4 Elementary staff will collaborate with parents to develop individual reading plans for students that are identified as below grade level. | Academic Support Program | Tier 2 | | 08/28/2018 | 06/30/2022 | \$0 | K-4 Staff |
| Small Group Guided Reading | Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop. | Direct Instruction, Implementation | Tier 1 | | 07/01/2019 | 06/30/2022 | \$0 | Building Principal, Instructional Coaches, Teachers |
| Curriculum Implementation and Resource Mapping | As K-6 moves to the MAISA ELA curriculum units, district and building leaders will ensure that appropriate resources are available and teachers have appropriate training to ensure all students have equitable access to the curriculum. This is aligned to MDE Strategy 2.4a "Ensure a viable curriculum is accessible to all students". | Implementation, Curriculum Development, Policy and Process, Materials | Tier 1 | Implement | 06/17/2019 | 06/30/2022 | \$0 | Director of Instruction, Federal and State Program Coordinator, Instructional Coaches, Building Principals, Staff |

Rawsonville Elementary School

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| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------------|--------|-----------|------------|------------|-------------------|--|
| Before, During or After School Tutoring and Summer Program in Reading | Identified students including 31a, Homeless and/or English Learners will be encouraged to participate in before, during or after school tutoring and work with teachers and interventionists on reading intervention strategies. High School students who need support to earn English credits will be encouraged to participate in a summer school program or other credit recovery options. Transportation may be provided for before or after school and summer program. If students identified as homeless need additional support to attend, the district will provide the additional needed services. | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Teachers and Interventionists |
| ELA Intervention Support | Title I and 31a Intervention staff will be hired to provide large and small group push-in or pull-out differentiated instruction to identified students in grades K -12 before, during and after school hours. | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | Building Administration and Title I and 31a Intervention Staff |
| Workshops and Training | Teachers will attend workshops and training on the MC3 standards for Social Studies, K-12 Social Studies Standards, Wayne RESA offerings, and a variety of Social Studies workshops to implement the standards into their classroom social studies curriculum. Training may also focus on supporting students with informational reading and writing strategies within this content area. Registration fees and subs will be provided with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration, and Social Studies teachers |
| Phonics First Training and Coaching | All new Kindergarten through 3rd grade classroom teachers, K-4 Instructional Coaches and ELA interventionists will receive training on Phonics First. As part of the training, each teacher will receive an essential teacher kit to facilitate the training. Instructional coaches will provide job embedded support throughout the year. Stipends (if training occurs in the summer), subs and online training fees (if needed) will be paid with Title IIa or 31a funds. | Professional Learning, Monitor | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, building level administration, classroom teachers, special education staff, and Title I and 31a staff |

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| Kindergarten Intervention- Kinder Kamp | All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Each building's Kindergarten teachers will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively. | Academic Support Program, Evaluation | Tier 1 | Evaluate | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration and Kindergarten Teaching Staff. Additional staff will be hired, if building level teachers are not available to participate. |
| Leveled Literacy Intervention- Training | Any interventionists new to the position will attend LLI training provided by Wayne County RESA. Topics covered include an overview of the Lesson Framework, assessing and grouping students, teaching within the LLI lessons, using the Prompting Guide, understanding the demands of texts, and documenting progress. In addition to learning how to implement LLI, participants will deepen their understanding of many research-based techniques to help struggling readers make accelerated progress. Registration fees will be paid with Title IIa funds, materials needed for training but also used with children, including kits or additional LLI resources, will be purchased with Title I funds or general funds. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches, Staff |
| Leveled Literacy Intervention (LLI) walkthroughs | Building Principals and the State and Federal Programs Coordinator will conduct walkthroughs during LLI small group reading intervention to monitor implementation using the LLI Fidelity Checklist. Feedback collected will be used to determine needs including additional training or instructional coaching support. | Professional Learning, Monitor, Walkthrough | Tier 2 | Monitor | 09/04/2018 | 06/30/2022 | \$0 | State and Federal Programs Coordinator, Building Principals, instructional coaches, interventionists |

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| Leader in Me- Training | Teachers will receive training to implement the Leader in Me, which is an approach to developing a culture of leadership in our schools and is based on The 7 Habits of Highly Effective People® by Stephen Covey. Developing a culture of leadership in our schools is about helping children be leaders of their own lives, it helps them identify their own unique talents and abilities and encourages them to make a positive difference in the world. | Behavioral Support Program | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coaches, Staff |
| Essential Instructional Practices for Literacy-Training | Teachers, coaches and building leaders will receive training on implementing the instructional strategies from the Early Literacy Task Force recommendations including reading and writing across the curriculum, differentiated small groups, and read alouds. Additionally, teachers will work in professional learning teams to align these practices to their newly developed curriculum documents. Registration fees and sub costs will be paid with Title IIa funds. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Instructional Coaches, Staff |
| Handwriting Without Tears- Training | Handwriting Without Tears program and materials will be utilized to teach the foundation skill of handwriting that can influence reading, writing, language use, and critical thinking. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Instructional Coaches, Staff |
| Accommodation and Support Materials | Buildings will purchase supplemental materials for MTSS Tier 2 and Tier 3 students. Materials may include wobble seats, fidgets, pencil grips or visual aids that will support and accommodate student needs within the classroom. Materials will be purchased with Section 31a funds or Title I funds. | Supplemental Materials | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, MTSS Team, Staff |
| Mentor Texts | Mentor texts will be utilized in elementary classrooms. The building principal and instructional coach will lead a book studies, meet with PLTs, and support individual teachers to implement mentor texts in small and whole group settings to model reading and writing skills and processes. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |
| Small Group Guided Reading | Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop. | Professional Learning, Implementation | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |

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| Strategy Based Instruction | Building Principal and Instructional Coaches at all buildings will work with the entire staff, and in PLTs, to implement reading and writing strategies found in Michigan K-12 ELA standards. Staff will participate in the following book studies led by the building principal and instructional coaches: Owen Intermediate: No More Independent Reading Without Support Savage: No More “Look Up the List” Vocabulary Instruction | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |
| Kinder Kamp-Kindergarten Intervention | All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Kindergarten teachers from each building will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively. | Academic Support Program, Evaluation | Tier 1 | Implement | 08/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration and Kindergarten Teaching Staff. Additional staff will be hired, if building level teachers are not available to participate. |
| Everyday Mathematics Training | Teaching staff in grades K-6 new to the district will participate in professional development on how to implement balanced instruction utilizing the Everyday Math program. Teachers already trained in the program will receive job embedded, ongoing coach/content expert supported professional development. Math training will be provided by the district instructional coaches/content experts or training fees will be paid with Title IIa funds for outside trainers or workshops. Substitute costs (if training takes place during the school day) and stipends for summer work may be paid with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches |
| RISE Framework | The Next Step Forward in Reading Intervention: The RISE framework to implement intensive, short-term, targeted reading intervention will be utilized in select grades. | Academic Support Program | Tier 2 | Implement | 07/01/2019 | 06/30/2022 | \$0 | State and Federal Program Coordinator, Interventionists, MTSS Team Chairs |

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| Individualized Reading Plan Development | K-4 Elementary staff will collaborate with parents to develop individual reading plans for students that are identified as below grade level. | Academic Support Program | Tier 2 | | 08/28/2018 | 06/30/2022 | \$0 | K-4 Staff |
| Small Group Guided Reading | Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop. | Direct Instruction, Implementation | Tier 1 | | 07/01/2019 | 06/30/2022 | \$0 | Building Principal, Instructional Coaches, Teachers |
| Curriculum Implementation and Resource Mapping | As K-6 moves to the MAISA ELA curriculum units, district and building leaders will ensure that appropriate resources are available and teachers have appropriate training to ensure all students have equitable access to the curriculum. This is aligned to MDE Strategy 2.4a "Ensure a viable curriculum is accessible to all students". | Implementation, Curriculum Development, Policy and Process, Materials | Tier 1 | Implement | 06/17/2019 | 06/30/2022 | \$0 | Director of Instruction, Federal and State Program Coordinator, Instructional Coaches, Building Principals, Staff |

Owen Intermediate School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Before, During or After School Tutoring and Summer Program in Reading | Identified students including 31a, Homeless and/or English Learners will be encouraged to participate in before, during or after school tutoring and work with teachers and interventionists on reading intervention strategies. High School students who need support to earn English credits will be encouraged to participate in a summer school program or other credit recovery options. Transportation may be provided for before or after school and summer program. If students identified as homeless need additional support to attend, the district will provide the additional needed services. | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Teachers and Interventionists |

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| Reading Apprenticeship Teacher Training | All 5th - 12th grade new and existing core content teachers who have not been trained in Reading Apprenticeship will receive RA teacher training. Building administrators may receive the RA training to support their efforts in completing teacher evaluations. All Reading Apprenticeship trained teachers may have the opportunity for job embedded coaching using RA strategies. If needed, registration fees and the cost of substitutes will be provided with Title IIa or Section 31a funds. | Professional Learning, Implementation | Tier 1 | Evaluate | 07/01/2018 | 06/30/2022 | \$0 | Building administration, all core content teachers and Reading Apprenticeship trainers |
| ELA Intervention Support | Title I and 31a Intervention staff will be hired to provide large and small group push-in or pull-out differentiated instruction to identified students in grades K -12 before, during and after school hours. | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | Building Administration and Title I and 31a Intervention Staff |
| Workshops and Training | Teachers will attend workshops and training on the MC3 standards for Social Studies, K-12 Social Studies Standards, Wayne RESA offerings, and a variety of Social Studies workshops to implement the standards into their classroom social studies curriculum. Training may also focus on supporting students with informational reading and writing strategies within this content area. Registration fees and subs will be provided with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration, and Social Studies teachers |
| Accommodation and Support Materials | Buildings will purchase supplemental materials for MTSS Tier 2 and Tier 3 students. Materials may include wiggle seats, fidgets, pencil grips or visual aids that will support and accommodate student needs within the classroom. Materials will be purchased with Section 31a funds or Title I funds. | Supplemental Materials | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, MTSS Team, Staff |
| Small Group Guided Reading | Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop. | Professional Learning, Implementation | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |

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| Strategy Based Instruction | Building Principal and Instructional Coaches at all buildings will work with the entire staff, and in PLTs, to implement reading and writing strategies found in Michigan K-12 ELA standards. Staff will participate in the following book studies led by the building principal and instructional coaches: Owen Intermediate: No More Independent Reading Without Support Savage: No More “Look Up the List” Vocabulary Instruction | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |
| Math Techbook Training | Select 6th grade staff and all 7th and 8th grade mathematics teachers will attend two days of training Session 3: Using Formative Assessment to Adapt Instruction and Session 4: Maximizing Student Engagement with Math Techbook. | Professional Learning | Tier 1 | Implement | 07/01/2019 | 06/30/2020 | \$0 | Director of Instruction, Building Principals |
| Math Techbook-Instructional Support Coaching | Mathematics teachers using the Math Techbook program and administrators will receive instructional support coaching sessions to solidify implementation of balanced learning utilizing the experiential learning cycle and discuss topics including student collaboration and flipped classrooms. | Professional Learning | Tier 1 | Implement | 08/27/2018 | 06/30/2019 | \$0 | Director of Instruction, Building Principals, Mathematics Teachers |
| Standards-Based Practices- Training | Staff will implement and receive ongoing training on standards-based practices. Training may include book study, hiring consultants for building training, or attending conferences or professional development outside the district. Registration costs, subs, travel, and stipends may be paid with Title IIa funds. | Professional Learning, Policy and Process | Tier 1 | Getting Ready | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Teachers |
| Everyday Mathematics Training | Teaching staff in grades K-6 new to the district will participate in professional development on how to implement balanced instruction utilizing the Everyday Math program. Teachers already trained in the program will receive job embedded, ongoing coach/content expert supported professional development. Math training will be provided by the district instructional coaches/content experts or training fees will be paid with Title IIa funds for outside trainers or workshops. Substitute costs (if training takes place during the school day) and stipends for summer work may be paid with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches |

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| RISE Framework | The Next Step Forward in Reading Intervention: The RISE framework to implement intensive, short-term, targeted reading intervention will be utilized in select grades. | Academic Support Program | Tier 2 | Implement | 07/01/2019 | 06/30/2022 | \$0 | State and Federal Program Coordinator ; Intervention ists, MTSS Team Chairs |
| Small Group Guided Reading | Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop. | Direct Instruction, Implementation | Tier 1 | | 07/01/2019 | 06/30/2022 | \$0 | Building Principal, Instructional Coaches, Teachers |
| Curriculum Implementation and Resource Mapping | As K-6 moves to the MAISA ELA curriculum units, district and building leaders will ensure that appropriate resources are available and teacher have appropriate training to ensure all students have equitable access to the curriculum. This is aligned to MDE Strategy 2.4a "Ensure a viable curriculum is accessible to all students". | Implementation, Curriculum Development, Policy and Process, Materials | Tier 1 | Implement | 06/17/2019 | 06/30/2022 | \$0 | Director of Instruction, Federal and State Program Coordinator ; Instructional Coaches, Building Principals, Staff |

McBride Middle School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|--------|-----------|------------|------------|-------------------|--|
| Before, During or After School Tutoring and Summer Program in Reading | Identified students including 31a, Homeless and/or English Learners will be encouraged to participate in before, during or after school tutoring and work with teachers and interventionists on reading intervention strategies. High School students who need support to earn English credits will be encouraged to participate in a summer school program or other credit recovery options. Transportation may be provided for before or after school and summer program. If students identified as homeless need additional support to attend, the district will provide the additional needed services. | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Teachers and Intervention ists |

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|--|--|---|--------|---------------|------------|------------|-----|--|
| Reading Apprenticeship Teacher Training | All 5th - 12th grade new and existing core content teachers who have not been trained in Reading Apprenticeship will receive RA teacher training. Building administrators may receive the RA training to support their efforts in completing teacher evaluations. All Reading Apprenticeship trained teachers may have the opportunity for job embedded coaching using RA strategies. If needed, registration fees and the cost of substitutes will be provided with Title IIa or Section 31a funds. | Professional Learning, Implementation | Tier 1 | Evaluate | 07/01/2018 | 06/30/2022 | \$0 | Building administration, all core content teachers and Reading Apprenticeship trainers |
| ELA Intervention Support | Title I and 31a Intervention staff will be hired to provide large and small group push-in or pull-out differentiated instruction to identified students in grades K -12 before, during and after school hours. | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | Building Administration and Title I and 31a Intervention Staff |
| Workshops and Training | Teachers will attend workshops and training on the MC3 standards for Social Studies, K-12 Social Studies Standards, Wayne RESA offerings, and a variety of Social Studies workshops to implement the standards into their classroom social studies curriculum. Training may also focus on supporting students with informational reading and writing strategies within this content area. Registration fees and subs will be provided with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration, and Social Studies teachers |
| Math Techbook Training | Select 6th grade staff and all 7th and 8th grade mathematics teachers will attend two days of training Session 3: Using Formative Assessment to Adapt Instruction and Session 4: Maximizing Student Engagement with Math Techbook. | Professional Learning | Tier 1 | Implement | 07/01/2019 | 06/30/2020 | \$0 | Director of Instruction, Building Principals |
| Math Techbook-Instructional Support Coaching | Mathematics teachers using the Math Techbook program and administrators will receive instructional support coaching sessions to solidify implementation of balanced learning utilizing the experiential learning cycle and discuss topics including student collaboration and flipped classrooms. | Professional Learning | Tier 1 | Implement | 08/27/2018 | 06/30/2019 | \$0 | Director of Instruction, Building Principals, Mathematics Teachers |
| Standards-Based Practices- Training | Staff will implement and receive ongoing training on standards-based practices. Training may include book study, hiring consultants for building training, or attending conferences or professional development outside the district. Registration costs, subs, travel, and stipends may be paid with Title IIa funds. | Professional Learning, Policy and Process | Tier 1 | Getting Ready | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Teachers |

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| RISE Framework | The Next Step Forward in Reading Intervention: The RISE framework to implement intensive, short-term, targeted reading intervention will be utilized in select grades. | Academic Support Program | Tier 2 | Implement | 07/01/2019 | 06/30/2022 | \$0 | State and Federal Program Coordinator Interventionists, MTSS Team Chairs |
| Peer Tutoring | A structured, systematic, peer-mediated teaching strategy where students gain knowledge from each other through practice and reinforcement. | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Building leaders and classroom staff |
| Small Group Guided Reading | Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop. | Direct Instruction, Implementation | Tier 1 | | 07/01/2019 | 06/30/2022 | \$0 | Building Principal, Instructional Coaches, Teachers |
| EL Consultant | A certified EL consultant will work with classroom teachers to provide coaching, develop language goals based on WIDA standards, coteach and collaborate with the classroom teachers to modify curriculum to enrich language acquisition, and provide instructional materials to promote language development. | Professional Learning, Teacher Collaboration, Curriculum Development, Materials | Tier 2 | Implement | 07/01/2019 | 06/30/2020 | \$0 | State and Federal Programs Coordinator |
| Digital Leader Corp | Digital Leader Corps is a multiyear system for professional development and leadership employed to fuel an innovative change movement. This program has been intentionally designed to empower and grow Teacher Leaders as they drive system transformation, build a culture of continuous improvement, and maximize impact on student learning | Professional Learning, Technology, Teacher Collaboration | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Director of Instruction, Building Principal |

Edgemont Elementary School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| Before, During or After School Tutoring and Summer Program in Reading | Identified students including 31a, Homeless and/or English Learners will be encouraged to participate in before, during or after school tutoring and work with teachers and interventionists on reading intervention strategies. High School students who need support to earn English credits will be encouraged to participate in a summer school program or other credit recovery options. Transportation may be provided for before or after school and summer program. If students identified as homeless need additional support to attend, the district will provide the additional needed services. | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Teachers and Interventionists |
| ELA Intervention Support | Title I and 31a Intervention staff will be hired to provide large and small group push-in or pull-out differentiated instruction to identified students in grades K -12 before, during and after school hours. | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | Building Administration and Title I and 31a Intervention Staff |
| Workshops and Training | Teachers will attend workshops and training on the MC3 standards for Social Studies, K-12 Social Studies Standards, Wayne RESA offerings, and a variety of Social Studies workshops to implement the standards into their classroom social studies curriculum. Training may also focus on supporting students with informational reading and writing strategies within this content area. Registration fees and subs will be provided with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration, and Social Studies teachers |
| Phonics First Training and Coaching | All new Kindergarten through 3rd grade classroom teachers, K-4 Instructional Coaches and ELA interventionists will receive training on Phonics First. As part of the training, each teacher will receive an essential teacher kit to facilitate the training. Instructional coaches will provide job embedded support throughout the year. Stipends (if training occurs in the summer), subs and online training fees (if needed) will be paid with Title IIa or 31a funds. | Professional Learning, Monitor | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, building level administration, classroom teachers, special education staff, and Title I and 31a staff |

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| Kindergarten Intervention- Kinder Kamp | All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Each building's Kindergarten teachers will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively. | Academic Support Program, Evaluation | Tier 1 | Evaluate | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration and Kindergarten Teaching Staff. Additional staff will be hired, if building level teachers are not available to participate. |
| Leveled Literacy Intervention- Training | Any interventionists new to the position will attend LLI training provided by Wayne County RESA. Topics covered include an overview of the Lesson Framework, assessing and grouping students, teaching within the LLI lessons, using the Prompting Guide, understanding the demands of texts, and documenting progress. In addition to learning how to implement LLI, participants will deepen their understanding of many research-based techniques to help struggling readers make accelerated progress. Registration fees will be paid with Title IIa funds, materials needed for training but also used with children, including kits or additional LLI resources, will be purchased with Title I funds or general funds. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches, Staff |
| Leveled Literacy Intervention (LLI) walkthroughs | Building Principals and the State and Federal Programs Coordinator will conduct walkthroughs during LLI small group reading intervention to monitor implementation using the LLI Fidelity Checklist. Feedback collected will be used to determine needs including additional training or instructional coaching support. | Professional Learning, Monitor, Walkthrough | Tier 2 | Monitor | 09/04/2018 | 06/30/2022 | \$0 | State and Federal Programs Coordinator, Building Principals, instructional coaches, interventionists |

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| Leader in Me- Training | Teachers will receive training to implement the Leader in Me, which is an approach to developing a culture of leadership in our schools and is based on The 7 Habits of Highly Effective People® by Stephen Covey. Developing a culture of leadership in our schools is about helping children be leaders of their own lives, it helps them identify their own unique talents and abilities and encourages them to make a positive difference in the world. | Behavioral Support Program | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coaches, Staff |
| Essential Instructional Practices for Literacy-Training | Teachers, coaches and building leaders will receive training on implementing the instructional strategies from the Early Literacy Task Force recommendations including reading and writing across the curriculum, differentiated small groups, and read alouds. Additionally, teachers will work in professional learning teams to align these practices to their newly developed curriculum documents. Registration fees and sub costs will be paid with Title IIa funds. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Instructional Coaches, Staff |
| Handwriting Without Tears- Training | Handwriting Without Tears program and materials will be utilized to teach the foundation skill of handwriting that can influence reading, writing, language use, and critical thinking. | Professional Learning | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, Instructional Coaches, Staff |
| Accommodation and Support Materials | Buildings will purchase supplemental materials for MTSS Tier 2 and Tier 3 students. Materials may include wiggle seats, fidgets, pencil grips or visual aids that will support and accommodate student needs within the classroom. Materials will be purchased with Section 31a funds or Title I funds. | Supplemental Materials | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principals, MTSS Team, Staff |
| Mentor Texts | Mentor texts will be utilized in elementary classrooms. The building principal and instructional coach will lead a book studies, meet with PLTs, and support individual teachers to implement mentor texts in small and whole group settings to model reading and writing skills and processes. | Professional Learning, Implementation | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |
| Small Group Guided Reading | Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop. | Professional Learning, Implementation | Tier 1 | | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |

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| Strategy Based Instruction | Building Principal and Instructional Coaches at all buildings will work with the entire staff, and in PLTs, to implement reading and writing strategies found in Michigan K-12 ELA standards. Staff will participate in the following book studies led by the building principal and instructional coaches: Owen Intermediate: No More Independent Reading Without Support Savage: No More “Look Up the List” Vocabulary Instruction | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Building Principal, Instructional Coach, Staff |
| Kinder Kamp-Kindergarten Intervention | All kindergarten students enrolled for fall will be invited to participate in a three hour Introduction to Kindergarten session in their building. Kindergarten teachers from each building will work with the students to assess their entry level skills. The assessment data will be used to provide interventions and instructional support when school starts in the fall and to group students more effectively. | Academic Support Program, Evaluation | Tier 1 | Implement | 08/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration and Kindergarten Teaching Staff. Additional staff will be hired, if building level teachers are not available to participate. |
| Everyday Mathematics Training | Teaching staff in grades K-6 new to the district will participate in professional development on how to implement balanced instruction utilizing the Everyday Math program. Teachers already trained in the program will receive job embedded, ongoing coach/content expert supported professional development. Math training will be provided by the district instructional coaches/content experts or training fees will be paid with Title IIa funds for outside trainers or workshops. Substitute costs (if training takes place during the school day) and stipends for summer work may be paid with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Instructional Coaches |
| RISE Framework | The Next Step Forward in Reading Intervention: The RISE framework to implement intensive, short-term, targeted reading intervention will be utilized in select grades. | Academic Support Program | Tier 2 | Implement | 07/01/2019 | 06/30/2022 | \$0 | State and Federal Program Coordinator, Interventionists, MTSS Team Chairs |

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| Individualized Reading Plan Development | K-4 Elementary staff will collaborate with parents to develop individual reading plans for students that are identified as below grade level. | Academic Support Program | Tier 2 | | 08/28/2018 | 06/30/2022 | \$0 | K-4 Staff |
| Small Group Guided Reading | Classrooms will implement small group guided reading. Staff will attend training and conferences that feature focus on Guided Reading. Building principal and instructional coach(es) will work with PLTs, and support individual staff to implement differentiated, guided reading groups throughout the building. Rawsonville and Edgemont will do a book study "What are the Rest of the Kids Doing? Fostering Independence in the K-2 Reading Workshop. | Direct Instruction, Implementation | Tier 1 | | 07/01/2019 | 06/30/2022 | \$0 | Building Principal, Instructional Coaches, Teachers |
| Curriculum Implementation and Resource Mapping | As K-6 moves to the MAISA ELA curriculum units, district and building leaders will ensure that appropriate resources are available and teachers have appropriate training to ensure all students have equitable access to the curriculum. This is aligned to MDE Strategy 2.4a "Ensure a viable curriculum is accessible to all students". | Implementation, Curriculum Development, Policy and Process, Materials | Tier 1 | Implement | 06/17/2019 | 06/30/2022 | \$0 | Director of Instruction, Federal and State Program Coordinator, Instructional Coaches, Building Principals, Staff |

Belleville High School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Before, During or After School Tutoring and Summer Program in Reading | Identified students including 31a, Homeless and/or English Learners will be encouraged to participate in before, during or after school tutoring and work with teachers and interventionists on reading intervention strategies. High School students who need support to earn English credits will be encouraged to participate in a summer school program or other credit recovery options. Transportation may be provided for before or after school and summer program. If students identified as homeless need additional support to attend, the district will provide the additional needed services. | Academic Support Program | Tier 2 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Teachers and Interventionists |

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| Reading Apprenticeship Teacher Training | All 5th - 12th grade new and existing core content teachers who have not been trained in Reading Apprenticeship will receive RA teacher training. Building administrators may receive the RA training to support their efforts in completing teacher evaluations. All Reading Apprenticeship trained teachers may have the opportunity for job embedded coaching using RA strategies. If needed, registration fees and the cost of substitutes will be provided with Title IIa or Section 31a funds. | Professional Learning, Implementation | Tier 1 | Evaluate | 07/01/2018 | 06/30/2022 | \$0 | Building administration, all core content teachers and Reading Apprenticeship trainers |
| ELA Intervention Support | Title I and 31a Intervention staff will be hired to provide large and small group push-in or pull-out differentiated instruction to identified students in grades K -12 before, during and after school hours. | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2022 | \$0 | Building Administration and Title I and 31a Intervention Staff |
| Workshops and Training | Teachers will attend workshops and training on the MC3 standards for Social Studies, K-12 Social Studies Standards, Wayne RESA offerings, and a variety of Social Studies workshops to implement the standards into their classroom social studies curriculum. Training may also focus on supporting students with informational reading and writing strategies within this content area. Registration fees and subs will be provided with Title IIa funds. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Administration, and Social Studies teachers |
| Standards-Based Practices- Training | Staff will implement and receive ongoing training on standards-based practices. Training may include book study, hiring consultants for building training, or attending conferences or professional development outside the district. Registration costs, subs, travel, and stipends may be paid with Title IIa funds. | Professional Learning, Policy and Process | Tier 1 | Getting Ready | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principals, Teachers |
| Big Ideas Training | High School Mathematics teachers, administrators, and coaches will receive training to utilize digital technologies to provide balanced instruction using Big Ideas Math Program. | Professional Learning | Tier 1 | Implement | 07/01/2018 | 06/30/2022 | \$0 | Director of Instruction, Building Principal, Instructional Technology Coaches |
| EL Consultant | A certified EL consultant will work with classroom teachers to provide coaching, develop language goals based on WIDA standards, coteach and collaborate with the classroom teachers to modify curriculum to enrich language acquisition, and provide instructional materials to promote language development. | Professional Learning, Teacher Collaboration, Curriculum Development, Materials | Tier 2 | Implement | 07/01/2019 | 06/30/2020 | \$0 | State and Federal Programs Coordinator |

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| Van Buren Early Middle College | During 10th grade, students may apply for Van Buren Early Middle College. Early College provides students with support and exposure to college while they are in high school. Partnering with Wayne County Community College District Western Campus, we can offer students an opportunity to earn an Associate's Degree or up to 2 years of college credits toward a Bachelor's Degree at low or no cost to the students. | Career Preparation /Orientation | Tier 2 | Implement | 07/02/2018 | 06/30/2022 | \$0 | Principal, counselors, Director of Instruction, On-site Mentor, Program Facilitator |
| Program Facilitator | Program Facilitator will be hired to act as a mentor for Van Buren Early Middle College participants. | Career Preparation /Orientation | Tier 2 | Implement | 07/02/2018 | 06/30/2022 | \$0 | Principal, Human Resources, Director of Instruction |
| Freshman Teaming and Transition Plan | To support Freshman to meet the demands of career and college readiness as they transition to high school, a teaming and transition plan is being implemented. Freshman will be placed in teams with smaller class size, common teachers, and classes will embed soft skills, culture building and academic supports to support students as they acclimate to high school. The plan includes academic supports including ELA and Math intervention, career and college counseling, and an algebra prep course. It also allows common prep time for teams to discuss data, communicate with families, and plan differentiation and support for students. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Principal, Director of Instruction, Teachers, Counselors |
| Digital Leader Corp | Digital Leader Corps is a multiyear system for professional development and leadership employed to fuel an innovative change movement. This program has been intentionally designed to empower and grow Teacher Leaders as they drive system transformation, build a culture of continuous improvement, and maximize impact on student learning | Professional Learning, Technology, Teacher Collaboration | Tier 1 | Implement | 07/01/2019 | 06/30/2022 | \$0 | Director of Instruction, Building Principal |