

2018 -22 District Improvement Plan
updated 6.25.18

Portland Public Schools

Mr. William Heath
1100 Ionia Rd
Portland, MI 48875-1035

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: All students at Portland Public Schools will become proficient in ELA.....	3
Goal 2: All students at Portland Public Schools will become proficient in math.....	22
Goal 3: All students at Portland Public Schools will demonstrate positive behaviors.....	31
Goal 4: All students at Portland Public Schools will become proficient in social studies.....	39
Goal 5: All students at Portland Public Schools will become proficient in science.....	41
Goal 6: Portland Public staff will be provided professional learning opportunities to enhance their professional practices.	44
Activity Summary by Funding Source	48
Activity Summary by School	69

Overview

Plan Name

2018 -22 District Improvement Plan updated 6.25.18

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Portland Public Schools will become proficient in ELA.	Objectives: 3 Strategies: 4 Activities: 36	Academic	\$245058
2	All students at Portland Public Schools will become proficient in math.	Objectives: 2 Strategies: 2 Activities: 17	Academic	\$163135
3	All students at Portland Public Schools will demonstrate positive behaviors.	Objectives: 2 Strategies: 2 Activities: 18	Academic	\$33240
4	All students at Portland Public Schools will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2700
5	All students at Portland Public Schools will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$14430
6	Portland Public staff will be provided professional learning opportunities to enhance their professional practices.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$15331

Goal 1: All students at Portland Public Schools will become proficient in ELA.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2021 as measured by by state assessments, FAST K-2, DIBELS grades K-6 and STAR grades 6-12.

Strategy 1:

Classroom technology integration - All teachers will utilize technology to make learning easier for students.

Category: Technology

Research Cited: Integrating Technology into the classroom using Instructional Strategies, Robert Marzano, Debra Pickering, Jane Pollock.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Completed.	June 25, 2018	Mrs. Simone Margraf
N/A	Completed	June 19, 2018	Mrs. Simone Margraf

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained in the implement strategies included in the technology plan created from Marzano's best practices with technology. District will provide a one day training for all staff. Schools: All Schools	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/24/2016	06/09/2017	\$0	No Funding Required	Technology Director, building technology specialists, building principals and curriculum director

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Status	Progress Notes	Created On	Created By
Completed		June 25, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - MaCUL Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on sessions that are directed at improving differentiated instruction techniques using technology. Teachers will attend MACUL Conference focused sessions that are directed at improving academic performance focusing on technology integration with instructional practices. Those sessions will include such topics as: Using document cameras, online document creation and sharing and google classroom. Schools: All Schools	Academic Support Program, Professional Learning, Technology	Tier 1	Implement	08/22/2016	06/09/2017	\$4590	Title II Part A	Teaching staff, building principals, technology director, and curriculum director.

Status	Progress Notes	Created On	Created By
Completed		June 25, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - NCTE Roundtable Discussion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

<p>The title of the Roundtable Discussion presentation is: Slice of Life: Blogging our way to Better Writing Habits and the lead teacher will be discussing the various ways she has used the Slice of Life Story Challenge to engage students to live like writers for the month of March. Additionally, there is an optional (preferred) digital component to this challenge where students will be set up with their own blog to use throughout the challenge. Students typically arrange an afternoon to meet after school to learn how to operate the blog, and those who would rather write in a journal are also free to do so.</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>11/07/2016</p>	<p>11/11/2016</p>	<p>\$355</p>	<p>Title II Part A</p>	<p>NCTE Lead teacher attending conference, building principal, and curriculum director.</p>
<p>Schools: Portland Middle School</p>								

Status	Progress Notes	Created On	Created By
Completed		June 25, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - Google Certification training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>It's time to stretch your use of classroom technology by becoming a Google Certified Teacher.</p> <p>Google has become a leading educational resource for educators. Becoming a Google Certified Teacher enhances your ability to use G Suite for Education, Chromebooks, and Google Classroom to engaging students, streamline classroom communication and collaborate with others.</p> <p>Becoming a Google Certified Teacher provides an opportunity to increase your professional knowledge by learning new ways to incorporate technology into the classroom. Google offers a variety of certifications for classroom teachers, administrators, and IT professionals. These certifications feature rigorous verification of your ability to use Google tools and services effectively.</p> <p>Schools: Portland Middle School, Oakwood Elementary School, Westwood Elementary School</p>	<p>Curriculum Development, Academic Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/21/2017</p>	<p>06/08/2018</p>	<p>\$500</p>	<p>General Fund</p>	<p>Technology teachers, curriculum director and principal</p>

Status	Progress Notes	Created On	Created By
Completed		June 25, 2018	Mrs. Simone Margraf

Completed		June 19, 2018	Mrs. Simone Margraf
-----------	--	---------------	---------------------

Strategy 2:

Reading Tier 1 - Portland Public Schools in partnership with Michigan's Integrated Behavior and Learning Supports Initiative (MiBLSi), Kent County ISD, Ionia ISD and Montcalm ISD will build understanding and capacity about behavior and reading supports with all staff. The following infrastructure will be model and implemented:

1. Ensure all staff are provided the necessary learning about what MiBLSi is and why MiBLSi leadership support
2. Building an infrastructure

Category: English/Language Arts

Research Cited: [http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/District/DistrictTrainingScopeSequence/Tier1Behavioral Supports](http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/District/DistrictTrainingScopeSequence/Tier1Behavioral%20Supports)

Tier: Tier 1

Activity - DIBELS training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. This training is free to the Portland District as we are aligned as a partner with MiBLSi grant. Cost of mileage to be paid. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$630	Title II Part A	MiBLSi District Leadership Team, MiBLSi Building Coaches, Director of Curriculum and building principals.

Status	Progress Notes	Created On	Created By
Completed		June 25, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - DIBELS Mentor Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

4 staff will attend the Dibels Mentor Training in order to train all K-6 staff on how to administer and interpret Dibels and associated data. Cost includes mileage for 5 days. Schools: Portland Middle School, Oakwood Elementary School, Westwood Elementary School	Professional Learning	Tier 1	Implement	08/23/2016	06/11/2021	\$310	Title II Part A	Interventionists, MTSS Coordinator and Curriculum Director
---	-----------------------	--------	-----------	------------	------------	-------	-----------------	--

Status	Progress Notes	Created On	Created By
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - DIBELS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-6 students will be assessed with all appropriate grade level Dibels modules 3 times per year. Teachers will also progress monitor students with Dibels when students receive additional instructional support. Schools: Portland Middle School, Oakwood Elementary School, Westwood Elementary School	Academic Support Program	Tier 1	Getting Ready	08/24/2016	06/09/2017	\$1205	General Fund	MTSS Coordinator, MiBLSI building coaches, curriculum director and building principals.

Status	Progress Notes	Created On	Created By
In Progress		June 19, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - Scholastic Reading Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

All 6-12 students will be assess with the Scholastic Reading Inventory 3 times per year and progress monitored more frequently when supplemental instruction is required. Cost is \$5/student. Schools: Portland Middle School, Portland High School	Academic Support Program	Tier 1	Implement	08/24/2016	06/09/2017	\$7875	General Fund	6-12 ELA teaching staff, MTSS coordinator, building principals and curriculum director
---	--------------------------	--------	-----------	------------	------------	--------	--------------	--

Status	Progress Notes	Created On	Created By
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - Reading Data Review Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MiBLSi District Leadership Teams will meet 6 times as part of a 12 day series to be trained how to look look at Tier 1 reading data and make determinations about what system changes need to occur within the building's Tier I reading program. The MiBLSi district team will attend trainings throughout the school year with the MiBLSi leadership team . The cost is for subs only. Schools: All Schools	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$4320	General Fund	MTSS Coordinator , MiBLSI Liaison, MiBLSI District Leadership Team, curriculum director and building principals.

Status	Progress Notes	Created On	Created By
In Progress		June 19, 2018	Mrs. Simone Margraf

Activity - Develop Common Vernacular	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Staff will meet to develop common vernacular across the building to reinforce the use of common vocabulary to teach their standards for greater depth of knowledge by students thus aiding in comprehension skills. Schools: Portland High School	Academic Support Program	Tier 1	Implement	08/24/2016	06/09/2017	\$1250	General Fund	High School ELA department , building principals, and curriculum director.
--	--------------------------	--------	-----------	------------	------------	--------	--------------	--

Activity - Pedagogy & Assessment for Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies to increase their knowledge of teaching strategies and assessment from MASSP consultants. Schools: Portland High School	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$1800	Title II Part A	High school teaching staff, MASSP consultant, building principal, and curriculum director.

Activity - Student Growth and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to identify, collect, analyze, and use data to drive instruction, establish baseline growth indicators, and develop a system for measuring, collecting, and using data to drive instruction. Schools: Portland High School	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$3000	Title II Part A	High school teaching staff, building principal, and curriculum director.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Activity - Digital Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create digital portfolios (Weebly) to showcase their work in written format. This sort of engagement will hopefully increase the students' desire to create better written works. Schools: Portland High School	Academic Support Program	Tier 1	Implement	08/24/2016	06/09/2017	\$580	General Fund	High school teaching staff, building principal, and curriculum director.

Activity - Reading Wonders Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
..... Schools: Westwood Elementary School	Professional Learning	Tier 1	Implement	05/23/2017	06/08/2018	\$5000	Title II Part A	Westwood teaching staff, Curriculum Director and Principal

Status	Progress Notes	Created On	Created By
Completed		June 25, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - Heggerty Phonemic Awareness training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Two of the best predictors of success of success in early reading are alphabet recognition and phonemic awareness. Developing phonemic awareness in young children is central in learning to read and spell. Participates will be provided with an overview of why developing phonemic awareness is critical to focus efforts in the early years. This professional learning session will focus on generalizable instructional procedures, modeling by the presenter, practice teaching of the ten focus skills and analysis of video examples. Schools: Oakwood Elementary School	Professional Learning	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$420	Title II Part A	Elementary classroom teachers, K-3 Instructional Coach, Dir. Curriculum, building Principal.
---	-----------------------	--------	---------------	------------	------------	-------	-----------------	--

Status	Progress Notes	Created On	Created By
Completed		June 25, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - Foundational Skill Kits implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SRA Open Court Reading Foundational Skills Kits Help Students Learn These Sound/Symbol Correspondences by: <ul style="list-style-type: none"> • Teaching letter knowledge and phonemic awareness in grade K. • Introducing sound/spellings in grade 1. • Providing explicit instruction in blending all the sounds into words. • Offering a systematic review of all sound/spellings in grade 2. • Building fluency, a key to comprehension, through the use of decodable books. • Connecting spelling to phonics through dictation. • Transitioning at the end of grade 2 from phonics instruction to word analysis through the end of grade 3. • Developing oral language and vocabulary daily through a variety of activities. • Expanding students' knowledge of creating new words through the study of base words, roots, and affixes in grade 3. Schools: Oakwood Elementary School	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/22/2017	06/08/2018	\$0	No Funding Required	Classroom teachers, curriculum director, ELA team and principal.

Activity - Reading Wonders Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Wonders is a comprehensive K-6 program built on your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century.</p> <p>Connect Your Students to Core Standards Discover the power of fully connected programs built for English Language Arts, English Language Development, intervention, and immersion. Make every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards.</p> <p>Connect Your Students to Inspiring Literature Wonders is filled with exemplars, award-winners and other high-interest literary and informational texts that range across many genres, eras, and cultures. As students engage with the Essential Questions, they're gaining access to complex texts, collaborating with their peers, and becoming accomplished at writing to sources.</p> <p>Connect Your Classroom to the World Wonders provides you with unsurpassed resources that support your instruction – 100% print, 100% digital, or anywhere in between. From weekly school-to-home letters in nine languages, to multimedia resources that speak to students in their own vernacular, Wonders makes the connections that prepare students to succeed.</p> <p>Schools: Westwood Elementary School</p>	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$5000	Title II Part A	All teaching staff, curriculum director and principal.

Activity - Strengthening Reading in K-2 classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Classrooms teachers and School Leadership Teams will build knowledge and skills in the what, why and how phonemic awareness and phonics that all students in our school district meet minimum benchmarks related to these critical early literacy skills. Schools: Oakwood Elementary School	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$520	Title II Part A	All teaching staff, curriculum director and principal.
---	---	--------	---------------	------------	------------	-------	-----------------	--

Status	Progress Notes	Created On	Created By
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At its core, instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning. The concept is that the coach assists teachers to develop instructional strategies that will help students use and continue to build their literacy skills through content learning rather than implying that content teachers need to become literacy teachers or reading teachers per se. Content teachers' focus is first on content; each discipline has particular vocabulary, uses of language, written genre and so on that students need to learn. Instructional coaches help teachers improve the quality of their instruction, combining both content and literacy Schools: Portland Middle School, Oakwood Elementary School, Westwood Elementary School	Walkthrough, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	11/09/2016	06/01/2021	\$44251	Title II Part A	Instructional coach, superintendent, curriculum director and principal.

Status	Progress Notes	Created On	Created By
In Progress		June 25, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Activity - Keys to Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Keys to Close Reading Literacy standards emphasize the use of challenging text at all grade levels and for students to apply close reading skills. Close reading means figuring out what a text says by thinking critically about the words and ideas in the text. It is sometimes described as deep reading, reading like a detective, or dissecting the text. Most students need explicit instruction for how to read text closely, and educators can provide this instruction by planning and conducting close reading lessons. During this professional development, teachers learn how to develop student close reading skills and how to plan and conduct a close reading lesson. This professional development addresses these topics and skills: Definition of close reading and related literacy standards Characteristics of a close reading lesson Planning a close reading text: select sample text, analyze text complexity, generate questions, plan the think aloud Generating text-dependent questions Stages of a close-reading lesson Developing related writing tasks Supports and scaffolds for struggling readers Participants view videos of classroom close reading lessons and have an opportunity to prepare a text selection for a close reading lesson. Who Should Participate: Grades 2-5 elementary teachers, educators who provide support to struggling readers, literacy specialists and coaches, grades 6-12 English teachers, and any grades 6-12 content teachers</p> <p>Schools: Portland Middle School</p>	Curriculum Development, Academic Support Program, Professional Learning	Tier 1		08/23/2016	06/11/2021	\$500	Title II Part A	Classroom Teachers, reading teacher, curriculum director and principal.

Status	Progress Notes	Created On	Created By
In Progress		June 25, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - Reading Team Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

The MiBLSi Building Implementation Reading Teams will attend 2+ days of Tier 1 Elementary or Secondary Content Area Reading Strategies beginning in the Fall of 2017 with the MiBLSi leadership team. Some of the training will be for Reading Coaches only. Schools: All Schools	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$2500	General Fund	MiBLSi Building Implementation Teams, MTSS coordinator, curriculum director, superintendent, principal.
--	---	--------	---------------	------------	------------	--------	--------------	---

Status	Progress Notes	Created On	Created By
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - Wonders Implementation Oakwood	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wonders is a comprehensive K-6 program built on your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Connect Your Students to Core Standards Discover the power of fully connected programs built for English Language Arts, English Language Development, intervention, and immersion. Make every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. Connect Your Students to Inspiring Literature Wonders is filled with exemplars, award-winners and other high-interest literary and informational texts that range across many genres, eras, and cultures. As students engage with the Essential Questions, they're gaining access to complex texts, collaborating with their peers, and becoming accomplished at writing to sources. Connect Your Classroom to the World Wonders provides you with unsurpassed resources that support your instruction – 100% print, 100% digital, or anywhere in between. From weekly school-to-home letters in nine languages, to multimedia resources that speak to students in their own vernacular, Wonders makes the connections that prepare students to succeed. Schools: Oakwood Elementary School	Materials, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		08/20/2018	06/07/2019	\$7500	General Fund	All teaching staff Building principal Curriculum/ Instruction

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Activity - DIBELS training Cohort 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. This training is free to the Portland District as we are aligned as a partner with MiBLSi grant. Cost of mileage to be paid.</p> <p>Schools: Portland Middle School, Oakwood Elementary School, Westwood Elementary School</p>	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		08/27/2018	06/07/2019	\$150	Title II Part A	MTSS coach MTSS coordinator Principals Training staff

Activity - DIBELS Mentor training Cohort 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Two staff will attend the DIBELS Mentor Training in order to train all K-6 staff on how to administer and interpret DIBELS and associated data. Cost includes mileage for 5 days.</p> <p>Schools: Portland Middle School, Westwood Elementary School</p>	Curriculum Development, Teacher Collaboration, Professional Learning			08/27/2018	06/07/2019	\$340	Title II Part A	Reading Middle School coach Reading Coach at Westwood MTSS coordinator

Activity - Reading Implementation Cohort 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The MiBLSi Building Implementation Reading Teams will attend 2+ days of Tier 1 Elementary or Secondary Content Area Reading Strategies beginning in the Fall of 2018 with the MiBLSi leadership team. Some of the training will be for Reading Coaches only.</p> <p>Schools: All Schools</p>	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$1500	General Fund	Building MTSS teams MTSS Coordinator

Measurable Objective 2:

A 10% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in reading each year in English Language Arts by 06/30/2021 as measured by state assessments, DIBELS grade K-6, STAR grades 3-12 and WIDA (for EL population)..

Strategy 1:

Tier 2 and 3 Reading Intervention - Portland Public Schools will implement a Tier 2 and Tier 3 Reading Intervention support system by increasing the intensity of instructional support. “Increased intensity includes increased, supplemental time to the core curriculum, decreased group size, more feedback and meaningful practice opportunities.” Students will be provided with the necessary skills “to be successful within Tier 1 core instruction.” Proficient readers need:

- Skills and knowledge to understand how speech sounds are related to print
- Ability to decode and decipher unfamiliar words
- Ability to read fluidly and effortlessly
- Sufficient background information and vocabulary to foster understanding
- Development of comprehension strategies to extract meaning from text
- Motivation to read

Category: English/Language Arts

Research Cited: MiBLSi (n.d.). Tier 2/Tier 3 Managing Reading Interventions [PowerPoint Slides]. Retrieved from <http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/DistrictTrainingScopeSequence/ManagingTier2Tier3LiteracyInterventions.aspx> Daly, E.J., Chafouleas, S., & Skinner, C.H. (2005). Interventions for Reading Problems: Designing and evaluating effective strategies. NY: Guilford Press.

Tier: Tier 2

Activity - Invervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students identified needing reading intervention support will receive 15-30 minutes 3-5 days/week in grades K-5 provided by a paraprofessional and 30 minutes/day 5 days/week of reading intervention support provided by a Reading Specialist for first grade. Schools: Oakwood Elementary School, Westwood Elementary School	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$115417	Title I Part A	District Intervention staff, Title One Director, Curriculum Director, building Principals

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Status	Progress Notes	Created On	Created By
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - READ 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School sixth grade will use READ 180 as the supplemental program for students at-risk in reading. READ 180 Universal is the leading blended learning solution that accelerates learning for struggling readers by merging the latest in brain science, adaptive technology, professional development, and knowledge for school and life. Schools: Portland Middle School	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$21300	Section 31a	Middle School teaching staff, building principal

Activity - PALS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Created by leading educational researchers, Paths to Achieving Literacy Success (PALS) is a teacher-directed program that has been proven to increase early literacy skills through small-group instruction and meaningful practice. Schools: Oakwood Elementary School	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Getting Ready	08/21/2017	06/08/2018	\$180	Title II Part A	Classroom teachers, Interventionists, curriculum director and principal.

Status	Progress Notes	Created On	Created By
Completed		June 25, 2018	Mrs. Simone Margraf
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - REWARDS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

The REWARDS family of short-term reading and writing intervention materials is specifically designed for adolescent struggling learners in grades 4-12. Developed by award-winning author Dr. Anita Archer, these short-term interventions, consisting of 20-25 lessons, produce long-term literacy achievement Schools: Portland Middle School, Westwood Elementary School	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Getting Ready	08/18/2017	06/08/2018	\$80	Title II Part A	Interventionist and reading teachers, curriculum director and principal.
--	---	--------	---------------	------------	------------	------	-----------------	--

Status	Progress Notes	Created On	Created By
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - Rewards Cohort 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The REWARDS family of short-term reading and writing intervention materials is specifically designed for adolescent struggling learners in grades 4-12. Developed by award-winning author Dr. Anita Archer, these short-term interventions, consisting of 20-25 lessons, produce long-term literacy achievement Schools: Portland Middle School, Westwood Elementary School	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2		06/07/2019	06/07/2019	\$640	General Fund	Interventionists Middle school ELA teachers Building principal Curriculum/ Instruction MTSS coordinator

Activity - READ 180 elementary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Westwood fourth and fifth grade will use READ 180 as the supplemental program for students at-risk in reading. READ 180 Universal is the leading blended learning solution that accelerates learning for struggling readers by merging the latest in brain science, adaptive technology, professional development, and knowledge for school and life. Schools: Westwood Elementary School	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Getting Ready	08/22/2018	06/07/2019	\$5000	Section 31a	MTSS coordinator Interventionist Principal

Measurable Objective 3:

A 5% increase of English Learners students will demonstrate a proficiency English Language Proficiency in English Language Arts by 06/30/2021 as measured by WIDA.

Strategy 1:

MMMEP Reading Interventions - Portland Public Schools in partnership with the Mid-Michigan and EL Consortium (MMMEP) will implement a Tier 2 and Tier 3 Reading Intervention support system by increasing the intensity of instructional support by providing supplemental time to the core curriculum decreasing group size and providing meaningful individual practice opportunities. Students will be provided with skill necessary to increase success in the classroom along side their peers. The skills provided will include the ability to increase understanding and application to decode and encode unknown words, increase the development of comprehension strategies to be apply in text during whole and small group instruction, provide students sufficient background of common and academic vocabulary to increase students making making of text while reading.

Category: English/Language Arts

Research Cited: <http://miblsi.cenmi.org/MiBLSiModel/Professional Development/DistrictTrainingScopeSequence/ManagingTier2Tier3LiteracyInterventions.aspx>

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	Complete through the consortium	June 25, 2018	Mrs. Simone Margraf

Activity - MMMEP Consortium Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MMMEP Consortium Instructional Support staff will be using REACH and Inside edge supporting Michigan ELA Standards in conjunction with WIDA ELP Standards. Support is provided through the MMMEP agreement. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$7345	General Fund	MMMEP Staff and District Migrant/EL Coordinator

Activity - MMMEP Consortium Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Portland Public School will participate with MMMEP Program Consortium to identify EL and Migrant students and their families providing ongoing support through collaboration between Portland Public Schools and MMMEP staff. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	MMMEP staff and District EL/Migrant Coordinator
---	--------------------------	--------	-----------	------------	------------	-----	---------------------	---

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MMMEP Consortium staff will provide K-5 students the use of the online program Lexia to help them increase mastery of the 5 Big ideas in reading including reading, comprehension and vocabulary. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$0	No Funding Required	MMMEP staff and District EL/Migrant Coordinator

Activity - SIOP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of EL students will attend Sheltered Instruction Observation Protocol (SIOP) professional development to help them learn strategies around lesson preparation, building background knowledge, comprehension, interaction, practice and application, lesson delivery, and review and assessment. Teachers will be provided with a sub or stipend to attend the training. Schools: All Schools	Professional Learning	Tier 2	Getting Ready	01/04/2017	06/30/2017	\$1000	General Fund	MMMEP staff, district teachers and EL/Migrant Coordinator

Status	Progress Notes	Created On	Created By
Completed		June 19, 2018	Mrs. Simone Margraf

Activity - Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

MMMEP Consortium staff will provide a parental involvement event to inform parents about the services their children receive as well as provide them with strategies on how to help their child with academics at home and how to access community resources. Schools: All Schools	Parent Involvement	Tier 1	Getting Ready	08/24/2016	06/30/2017	\$0	No Funding Required	MMMEP staff
---	--------------------	--------	---------------	------------	------------	-----	---------------------	-------------

Goal 2: All students at Portland Public Schools will become proficient in math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency each year in Mathematics by 06/30/2021 as measured by state assessment, common assessments and unit assessments.

Strategy 1:

Math Tier 1 - Teaching staff will focus on Common Core Math Clusters developing in-depth understanding and connecting mathematical content and practice standards. Teachers will learn and understand how to implement problem-based learning and visual learning personalize learning of rigorous mathematics!

Through program resources teachers will engage learners with:

- Interactive learning aids and video tutorials
- Personalized practice and immediate feedback
- Built-in RtI activities in multiple modalities

Category: Mathematics

Research Cited: Research Cited: Pearson Education (2015). Investigations, Michigan State University Connected Math Project and Commoncore [pdf]. Retrieved from <http://www.pearsonschool.com/index.cfm?locator=PS2nU9&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=806&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&PMDBProgramId=134781&elementType=correlations>

Houghton Mifflin Harcourt (2015) GO Math! K-8. Retrieved from <http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/go-math-k-8>

Kane, T. J., Owens, A. M., Marinell, W. H., Thal, D. R., & Staiger, D. O. (2016, February). Teaching Higher: Educator's Perspectives on Common Core Implementation. Retrieved March 5, 2016, from <http://www.hmhco.com/~media/sites/home/education/disciplines/mathematics/elementary/go-math/teaching-higher-report.pdf?la=en>

Tier: Tier 1

Activity - Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One person from each grade level will set on the math curriculum committee. The committee will meet 3-4 days during professional development days and PLC time to get clarity Michigan Math Standards, ... Schools: All Schools	Curriculum Development	Tier 1	Implement	08/24/2016	06/30/2017	\$0	No Funding Required	K-12 math committee members and curriculum director

Activity - Math Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-12 math committee representatives will identify critical academic vocabulary to be taught within the K-12 math curriculum. Staff will also be trained on how to explicitly teach academic vocabulary based on Marzano's 6-Steps or Anita Archer's Explicit Instruction. Training will be provided by curriculum director, district math committee, and ISD math coach during PLC's. Schools: All Schools	Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$0	No Funding Required	K-12 math committee members, curriculum director and ISD math coach.

Status	Progress Notes	Created On	Created By
In Progress		June 25, 2018	Mrs. Simone Margraf

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

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Lesson Studies to assist in developing instructional techniques utilized by teachers to help support/increase student learning. Provides an opportunity for teachers to problem solve together to determine how to Plan/launch a lesson, what problems students will encounter with the lesson, and then reflect about the lesson and instructional decisions that will occur during the lesson, in addition what instructional decision will occur for the next lesson. Schools: Portland Middle School, Portland High School	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/24/2016	06/09/2017	\$1	Title II Part A	Secondary math teaching staff, building principal, curriculum director, and ISD math coach
---	--	--------	-----------	------------	------------	-----	-----------------	--

Status	Progress Notes	Created On	Created By
In Progress		June 25, 2018	Mrs. Simone Margraf

Activity - FAME team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Assessment team is working with the measured progress professional development series to learn about, and implement formative assessments into the curriculum. Schools: Portland Middle School, Oakwood Elementary School	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$1250	General Fund	FAME team members, building principal and curriculum director

Status	Progress Notes	Created On	Created By
In Progress		June 25, 2018	Mrs. Simone Margraf

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

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

One teacher from each grade level/department will attend 2 sessions at the IISD creating Common Assessment aligned to state standards. Coherence among assignment, lessons and instructional techniques. ISD math coach will also come into local classrooms with teams of teachers to model and observe classroom instruction to guide discussion about coherence. Schools: All Schools	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$1275	General Fund	K-12 coherence members, building principal, curriculum director, and ISD math coach.
---	---	--------	-----------	------------	------------	--------	--------------	--

Activity - Develop Common Vernacular	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math staff will meet to develop common vernacular across the building to reinforce the use of common vocabulary to teach their standards for greater depth of knowledge by students thus aiding in comprehension skills. Schools: Portland High School	Academic Support Program, Professional Learning		Implement	08/22/2016	06/09/2017	\$1275	General Fund	High school math department, building principal, and curriculum director.

Activity - Math Assessment Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and use performance-based tasks to assess student learning. Schools: Portland High School	Curriculum Development, Academic Support Program	Tier 1		08/22/2016	06/09/2017	\$1275	General Fund	High school math department, building principal, and curriculum director.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Activity - Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching.</p> <p>Specifically Math Recovery® goals are to:</p> <ul style="list-style-type: none"> • Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention. • Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction. • Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas. • Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers. <p>Schools: Oakwood Elementary School, Westwood Elementary School</p>	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	03/14/2017	06/08/2018	\$0	No Funding Required	Math Recovery grant participates and K-8 Instructional coach, curriculum director and principal.

Activity - Investigations Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All K-5 mathematics teachers will be trained in their math resource Investigations during the school year. Topics include: Instructional Alignment, Differentiation, Progress Monitoring.</p> <p>Schools: Oakwood Elementary School, Westwood Elementary School</p>	Curriculum Development, Professional Learning	Tier 1		08/14/2017	06/11/2021	\$0	No Funding Required	All classroom teachers, Math IISD consultant, curriculum director and principal.

Status	Progress Notes	Created On	Created By
In Progress	ISD consultant facilitated 4 days for the teachers this year. We will continue into 2018-19.	June 25, 2018	Mrs. Simone Margraf

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>What is a Number Talk?</p> <p>A Number Talk is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. A Number Talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract. Number talks were developed for classroom teachers to engage students in “mental math” through grappling with interesting mathematics problems. Educators can use number talks regularly as introductions to the day’s mathematical practice, as “warm ups” for other lessons, or as stand-alone extended engagements with mathematical concepts.</p> <p>Schools: All Schools</p>	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/22/2017	06/11/2021	\$550	Title II Part A	All classroom teachers, math teachers, curriculum director, Math ISD consultant and principal

Status	Progress Notes	Created On	Created By
Completed		June 25, 2018	Mrs. Simone Margraf

Activity - DIBELS Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All K-2 students will be screened using the DIBELS screener 3 times per year and progress monitored at least monthly. Teacher will analyze and use data to inform instructional supports for students.</p> <p>Schools: Oakwood Elementary School</p>	Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$1500	General Fund	All classroom teachers and assessment SQUAD, curriculum director and principal.

Activity - Connected Math Project training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Connected Mathematics Project (CMP) was funded by the National Science Foundation to develop a complete middle school mathematics curriculum, Connected Mathematics, for students and teachers. CMP is a problem-centered curriculum promoting an inquiry-based teaching-learning classroom environment. Continued training of current staff and new staff members.</p> <p>Schools: Portland Middle School</p>	Professional Learning	Tier 1	Implement	06/12/2017	06/14/2019	\$0	No Funding Required	CMP teachers, MSU staff trainers, curriculum director and principal

Activity - Elementary Math Curriculum Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The elementary PLC team will review 4 math resources for adaption in fall of 2019.</p> <p>Schools: Oakwood Elementary School, Westwood Elementary School</p>	Materials, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$120000	General Fund	PLC math team members Building principals Curriculum/ Instruction Superintendent

Activity - Math Recovery Cohort 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

<p>The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to: • Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention. • Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction. • Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas. • Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers. Four additional teachers to be trained.</p> <p>Schools: Oakwood Elementary School, Westwood Elementary School</p>	<p>Direct Instruction, Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/09/2018</p>	<p>06/07/2019</p>	<p>\$4000</p>	<p>General Fund</p>	<p>Math teachers (4) Building principal ISD personnel Curriculum/ Instruction</p>
---	--	---------------	----------------------	-------------------	-------------------	---------------	---------------------	---

Measurable Objective 2:

A 20% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency to close the gap in mathematics in Mathematics by 06/30/2021 as measured by state assessment, common assessments and unit assessments..

Strategy 1:

Math Interventions - Tier 2 and Tier 3 math intervention support system to increase the intensity of math instructional support. “Increase intensity includes increased, supplemental time to the core curriculum, decrease group size, more feedback and meaningful practice opportunities.” Students will be provided with the necessary skills “to be successful within Tier 1 core instruction. Intervention program will included: Screen all students to identify those at-risk, Instructional materials for students in Tier 2 and Tier 3 should focus on whole numbers in K-5 and on rational numbers in grades 4-8, Instruction during intervention should be explicit and systematic including clear models, teacher think-alouds, provide students with opportunities to solve problems in a group and communicate problem-solving strategies, and cumulative review in each session, Include instruction based on structure, and how to determine appropriate solutions for each problem type, Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas, Interventions should devote about 10 minutes in each session to building fluent of basic arithmetic facts, Progress monitor at least 1 time per month and curriculum-embedded assessments Includes motivational strategies.

Category: Mathematics

Research Cited: MiBLSi (n.d.). Tier 2/Tier 3 Managing Reading Interventions [PowerPoint Slides]. Retrieved from <http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/DistrictTrainingScopeSequence/ManagingTier2Tier3LiteracyInterventions.aspx>

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to intervention (RtI) for elementary and middle schools. Washington, DC: National Center for Education Evaluation and Regional Services, Institute of Education Sciences, U.S. Department of Education.

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	All completed.	June 25, 2018	Mrs. Simone Margraf

Activity - Math Supplemental Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math interventionists will be provided for at-risk students in grades K-5. They will provide 30-50 minutes of intervention 3-5 times per week. Schools: Oakwood Elementary School, Westwood Elementary School	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$32008	Title I Part A	Title One paraprofessional, Title One Director and building principal.

Activity - Math lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will implement an academic support course for at risk students. The course will target students struggling in math. In most cases this will be special education students. Special education teachers will reinforce math concepts and help students struggling with basic math skills to improve success in math classes and narrow gaps on math standardized test. Schools: Portland Middle School, Portland High School	Academic Support Program	Tier 2		08/24/2016	06/09/2017	\$1	Section 31a	Math lab staff, building principal, and curriculum director.

Activity - Instructional Consultation Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

<p>Specific and individualized interventions are planned and implemented with students by instructional consultation team members. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students.</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Behavioral Support Program, Parent Involvement, Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/24/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Instructional Consultation Team, Instructional Consultation Facilitator, classroom teacher, and parent</p>
--	--	---------------	------------------	-------------------	-------------------	------------	----------------------------	---

Goal 3: All students at Portland Public Schools will demonstrate positive behaviors.

Measurable Objective 1:

80% of All Students will demonstrate a behavior to provide capacity to support the PBIS initiative within the district in Practical Living by 06/29/2018 as measured by SWIS assessment implemented within the district..

Strategy 1:

Positive Behavior Intervention Supports System School Wide PBSI - • A systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.

Evidence-based features of SW-PBIS

- Prevention
- Define and teach positive social expectations
- Monitor, acknowledge, and correct positive behavior
- Define problem behaviors and create a systematic continuum of responses to misbehavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual interventions.
- Administrative leadership – Team-based implementation (Systems that support effective practices)

Category: School Culture

Research Cited: MiBLSi (n.d.). Overview of MiBLSi and Positive Behavioral Interventions and Supports [PowerPoint]. Retrieved from

<http://miblsi.cenmi.org/Conferences/MiBLSiPresentations/tabid/691/articleType/ArticleView/articleId/683/MiBLSi-and-PBIS-Overview.aspx>

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	The district implemented PBIS in all four buildings at the building level. Our next step will be to implement within classrooms. After final review of our TFI data we are 83% implemented.	June 25, 2018	Mrs. Simone Margraf

Activity - District Wide Communication Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop a written, accessible communication plan which will include the following components: list of stakeholder groups identified in the districts organization chart, type of information to share and receive from identified stakeholders, who is responsible for communication, frequency and methods of communication, and plan to evaluate the communication plan annually, and stakeholder survey regarding effectiveness of the communication. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/11/2021	\$0	No Funding Required	District MiBLSi team

Activity - Process for Addressing Internal Barriers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop and implement with consistency a formal process for addressing internal barriers. Evidence will include district communication tool, policy and guidance documents to support new ways of work, how resources are allocated. Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	No Funding Required	District staff and administration

Activity - District MTSS Report	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

At least twice a year, the MTSS coordinator and/or curriculum director will update the board on the status of MTSS including: number of schools involved, stage of implementation of specific EI within the MTSS framework, internal capacity (leadership, organization, competency), fidelity of implementation, impact on student outcomes, stakeholder feedback results, upcoming work to scale-up and continue improvement. Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	No Funding Required	MTSS coordinator, curriculum director
---	----------------------------	--------	---------------	------------	------------	-----	---------------------	---------------------------------------

Activity - SWIS - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District MiBLSI team will have access to and utilize SWIS data to make data-based decisions about the health of their SW-PBIS system in an effort to reduce the number of behavior incidences. Data will include: fidelity data, outcome data, capacity data, and scale up data. Schools: All Schools	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	No Funding Required	MiBLSI District Team

Activity - SWIS PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for SWBIS staff will be conducted by highly trained individuals and the trainings will be skill based with opportunities for practice/behavioral rehearsals and feedback. Schools: All Schools	Behavioral Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$0	No Funding Required	All teaching staff and administration

Activity - SWIS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Each building will purchase SWIS by August 1, 2017 for \$350/license. Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1400	General Fund	MTSS Coordinator, MiBLSI liaison and building MiBLSi BIT.
---	----------------------------	--------	---------------	------------	------------	--------	--------------	---

Activity - MiBLSI District Roll out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fall and Winter of the 2017-2018 school year, each school will plan a staff roll out during which staff will be trained on how to implement an effective PBIS system through-out the entire school. The MTSS coordinator and MiBLSI liaison, and MiBLSI leadership team will lead the training, but all staff will be involved in teaching initial behavior expectations lessons and reteaching throughout the school year. Schools: All Schools	Behavioral Support Program, Professional Learning, Policy and Process	Tier 1	Getting Ready	04/10/2017	06/08/2018	\$0	No Funding Required	MiBLSI district team

Activity - MTSS/PBIS Deepening Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Kim St. Martin is currently the Assistant Director of Michigan's Integrated Behavior Learning Support Initiative (MiBLSi). Dr. St. Martin provides leadership in the development of MiBLSi's District Model for implementing an integrated academic and behavior Multi-Tier System of Support (MTSS). She is also a co-author of three school-level reading fidelity assessments and implementation capacity assessments at both the district and regional agency levels. Prior to her work with MiBLSi, Dr. St. Martin was a principal and classroom teacher. Over the course of the past several years, she has provided MTSS consultation to school districts across the country and state departments of education. Dr. St. Martin has also presented at several state and national MTSS conferences. Schools: All Schools	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1		08/21/2017	06/08/2018	\$0	No Funding Required	All teachers, support staff and administration.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Activity - EI Alignment, Selection and Review Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize the EI Alignment, Selection, and Review Process in all areas to determine which EIs are needed in the district. Documentation will display new and existing EIs the district supports and includes statements regarding how all EIs are compatible and add value to one another to achieve improved implementation and student outcomes. (DCA items 5-6) Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1500	General Fund	PLC content teams, principal and Executive Leadership

Activity - Process for eliminating barriers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop and implement with consistency a formal process for addressing internal barriers. Evidence will include district communication tool, policy and guidance documents to support new ways of work, how resources are (re)allocated, etc.) (DCA item 11) Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1500	General Fund	BIT, DIT and Executive Leadership

Activity - Building Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will organize and utilize a School Leadership Team (formerly BIT/BSIT teams) which will be representative of all grade levels and or content areas and additional stakeholders and is supported by the DSIT. (DCA item 17) Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/23/2016	06/11/2021	\$0	No Funding Required	BIT, DIT, Executive Leadership and all staff

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Activity - School Improvement Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Plans (SIPs) are linked to District Improvement Plans (DIP) – 80% or more of the schools have SIPs that are linked to district priorities within the DIP (DCA item 18) Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/11/2021	\$0	No Funding Required	BIT, DIT, School Improvement Teams and Executive Leadership

Activity - Staff Performance Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Performance feedback process is in place to provide consistent feedback to all staff who are implement or supporting SWPBIS including: feedback specific to SW-PBIS, staff providing feedback has knowledge of SWPBIS and understand the components of implementation, collaborative review of the data with all staff frequently, data is used to celebrate accomplishments and strengthen staff skills (at all levels). (DCA item 26) Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$0	No Funding Required	BIT, DIT, Executive Leadership

Activity - Data to Evaluate Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

<p>DSIT will use training effectiveness data, a coaching service delivery plan and coaching effectiveness data to ensure staff are supported during implementation of SWBIS. Training evaluation data and training performance assessment data are analyzed to determine effectiveness of training and data are used to inform needs in selection/recruitment, coaching and other implementation supports. The coaching service delivery plan includes: direct observation, prompting, modeling, feedback, assistance in adaptation, consultation and adherence to the plan is reviewed regularly. Coaching effectiveness data is assessed at least every 6 months using multiple sources of data (e.g., fidelity measures, coach observations, staff satisfactions surveys, and adherence data to the plan. Data will be used to inform improvements. (DCA items 23, 24, 25)</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/21/2017</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All staff, BIT, DIT, Executive Leadership</p>
---	-----------------------------------	---------------	----------------------	-------------------	-------------------	------------	----------------------------	--

Measurable Objective 2:

A 20% decrease of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior in incidences by in Practical Living by 06/10/2019 as measured by SWIS..

Strategy 1:

SW-PBIS - • A systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.

Evidence-based features of SW-PBIS

- Prevention
- Define and teach positive social expectations
- Monitor, acknowledge, and correct positive behavior
- Define problem behaviors and create a systematic continuum of responses to misbehavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual interventions

Category: School Culture

Research Cited: MiBLSi (n.d.). Overview of MiBLSi and Positive Behavioral Interventions and Supports [PowerPoint]. Retrieved from <http://miblsi.cenmi.org/Conferences/MiBLSiPresentations/tabid/691/articleType/ArticleView/articleId/683/MiBLSi-and-PBIS-Overview.aspx>

Tier: Tier 1

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Activity - District MTSS Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize the MTSS coordinator to help the district and individual buildings strengthen their MTSS framework for behavior and reading. Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$12780	General Fund	MTSS coordinator, curriculum director

Activity - CHAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers will be trained in CHAMPS which is a classroom behavioral management system, Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$1500	Title II Part A	Teaching staff, building principals, MTSS coordinator, MTSS liaison.

Status	Progress Notes	Created On	Created By
Not Completed	Will not be implementing currently.	June 13, 2017	Mrs. Simone Margraf

Activity - Tier 1 Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I Elementary and Secondary Behavior – The MiBLSI district team will be trained in PBIS/PSC to build initial competency in teaching appropriate behaviors which in turn improve academic success. Schools: All Schools	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/08/2016	06/09/2017	\$12960	Title II Part A	MiBLSI district team. MiBLSI liaison

Activity - Conscious Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DK-K teachers will attend Conscious Discipline training which shows significant positive changes across multiple measures in multiple studies, including improving the social-emotional skills of both students and teachers, increasing academic performance. Schools: Oakwood Elementary School	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/08/2016	08/09/2016	\$1600	Title II Part A	DK-K teaching staff, building principal and MTSS coordinator.

Goal 4: All students at Portland Public Schools will become proficient in social studies.

Measurable Objective 1:

A 10% increase of All Students will increase student growth each year in Social Studies by 06/30/2021 as measured by state assessment in grades 5 ,8, and 11 and district assessments..

Strategy 1:

Social Studies Curriculum - Social Studies Curriculum - Portland curriculum should focus on the following:

- Clearly articulated scientific research base
- Explicit instruction strategies
- Consistent organizational and instructional routines

Other best practices include formative assessments, summative assessments aligned to the DOK of the standards, and project based learning

Category: Social Studies

Research Cited: Hughes, C. & Dexter D. (n.d.) Selecting a Scientifically Based Core Curriculum for Tier 1 [PDF]. Retrieved from

<http://www.rtinetwork.org/learn/research/selectingcorecurriculum-tier1>

Tier: Tier 1

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Status	Progress Notes	Created On	Created By
N/A	We worked within PLC teams to investigate the Cs framework and begin align Civic instruction.	June 25, 2018	Mrs. Simone Margraf

Activity - Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One-two teachers from grade level will meet as part of a district wide curriculum team for 2 full days during the 2016-2017 school year to continue developing an aligned curriculum based on the Michigan Social Studies . Cost for subs. Schools: All Schools	Curriculum Development	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$2700	General Fund	K-12 Social Studies grade level representatives on the district social studies committee, building principals, curriculum director

Activity - Unpacking Michigan Social Studies Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district social studies curriculum team will continue to develop Standard Clarification Documents around the Michigan Social Studies Standards (GLCE/HSCE). The team will indicate which standards are "priority standards". This is an activity of the curriculum committee during PLC's. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	No Funding Required	K-12 social studies curriculum representatives, curriculum director

Activity - Deepen understanding of the C3 Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

<p>The C3 Framework for Social Studies State Standards is a powerful guide to help each state strengthen instruction in the social studies by establishing fewer, clearer, and higher standards for instruction in civics, economics, geography, and history, kindergarten through high school. Teacher will work with Ionia ISD science consultant throughout the year to deepen and build capacity of understanding of the framework.</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/23/2016</p>	<p>06/11/2021</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All Social Studies and ELA content teachers at the secondary and all classroom elementary teachers.</p>
---	------------------------------	---------------	------------------	-------------------	-------------------	------------	----------------------------	--

Goal 5: All students at Portland Public Schools will become proficient in science.

Measurable Objective 1:

A 10% increase of All Students will increase student growth each year in Science by 06/30/2021 as measured by state assessment in grades 4,7, and 11 and district assessments..

Strategy 1:

Science Curriculum - The district will provide an effective core curriculum focusing on NGSS Standards, explicit instructional strategies around the cross cutting practices, consistent organizational and instructional routines to help increase student understanding of content and clear articulated scientific language and academic vocabulary integrated in daily lessons around scientific research. Teachers will be provided the time during PLC's, district Professional Learning opportunities and staff meeting to enhance their ability to implement the effective core curriculum along with the necessary resources, giving student the ability to apply their learning.

Category: Science

Research Cited: Hughes, C. & Dexter. (n.d)

Tier: Tier 1

Status	Progress Notes	Created On	Created By
<p>N/A</p>	<p>We implemented several Battle Creek molecule in 2017-18 for the elementary. At the secondary, the PLC teams continued to align instruction to the NGSX standards.</p>	<p>June 25, 2018</p>	<p>Mrs. Simone Margraf</p>

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Activity - Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One teacher from each grade level will meet as part of a district science curriculum team for 5 full days during the 2016-17 school as well as PLC's time to align curriculum based on the Michigan Science Standards. Schools: All Schools	Curriculum Development	Tier 1	Implement	08/24/2016	06/09/2017	\$7500	General Fund	K-12 science representatives and curriculum director

Activity - Unpacking of the Michigan Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district science curriculum team will get clarification around the Michigan Science Standards. The team will indicate which standards are "priority standards". This will be part of the work during curriculum team meeting during the 5 days and PLC time. Schools: All Schools	Curriculum Development	Tier 1	Getting Ready	08/24/2016	06/30/2017	\$0	No Funding Required	K-12 science curriculum representatives and curriculum director

Activity - Next Gen -Michigan Science Standards Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 science staff PLC representatives will be trained on how to teach new science standards including the crosscutting concepts and science engineering practices during PLC time through the school year. The focus will be "how to launch off lessons with phenomenons" to increase student motivation in science. Facilitator KISD Science consultant will provide training during PLC district days 6 half days. Cost of facilitator only...no subs needed. Schools: All Schools	Curriculum Development	Tier 1	Getting Ready	08/24/2016	06/09/2017	\$4200	Title II Part A	K-12 science representatives, KISD facilitator, principals and curriculum director

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Activity - Fall Science Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn strategies to teach science phenomena and the cross cutting practices around the NGSS. Schools: All Schools	Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$380	General Fund	High school science department , building principal, and curriculum director.

Activity - MI Science Teachers Association Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies to increase their knowledge of science instructional strategies to best use for implementing the NGSS. Schools: Portland High School	Curriculum Development	Tier 1	Implement	08/22/2016	06/09/2017	\$850	General Fund	High school science department , building principal, and curriculum director.

Activity - Battle Creek Science Kit Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

<p>The Battle Creek Area Mathematics and Science Center has developed a Kindergarten through Seventh grade inquiry-based science curriculum that is aligned with the Michigan Grade Level Content Expectations. The purpose of the program is to provide good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process.</p> <p>Schools: Oakwood Elementary School, Westwood Elementary School</p>	<p>Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/21/2017</p>	<p>06/08/2018</p>	<p>\$1500</p>	<p>General Fund</p>	<p>All teaching staff, curriculum director and principal.</p>
---	--	---------------	----------------------	-------------------	-------------------	---------------	---------------------	---

Goal 6: Portland Public staff will be provided professional learning opportunities to enhance their professional practices.

Measurable Objective 1:

A total of 90 All Students will collaborate to by attending professional learning opportunities to strengthen district leaders in all aspects of MTSS including ELA. in English Language Arts by 06/11/2021 as measured by attendance at local and state professional learning opportunities..

Strategy 1:

District Leadership Professional Development - According to John Hattie, Professional Development can have an effect size of .62. In order for this to occur, learning opportunities for professional staff must:- occur over extended periods of time, the involvement of external experts, engage of professional staff during the learning process to deepen knowledge and extend skills, PD that challenges teachers current thinking, educators talking with other educators, supported by district and school leadership.

Category: Other - Professional Learning

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

Tier: Tier 1

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Activity - COMMIT Summer Leadership Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District School Improvement Team will attend the COMMIT Summer Leadership Institute. This organization brings in nationally recognized leaders in education to train district leadership teams in effective strategies to move educational systems forward. Topics include student engagement, school improvement, data analysis, collaboration, etc. The cost for the DSIT team to attend includes lodging, mileage, and registration. Schools: All Schools	Professional Learning	Tier 1		06/12/2017	06/30/2017	\$6230	Title II Part A	District Leadership

Status	Progress Notes	Created On	Created By
Not Completed	We decided not to attend.	June 25, 2018	Mrs. Simone Margraf
Not Completed	Decided to to attend.	June 29, 2017	Mrs. Simone Margraf
Not Completed	Did not align with goal.	June 13, 2017	Mrs. Simone Margraf

Activity - Michigan School Improvement Network Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Michigan School Improvement Facilitator's Network is a group of district and county level leaders who meet 4 times, 2 days each time, throughout the school year to learn new leadership strategies, and receive updates from the various departments within MDE. The first day is comprised of new and the second day is updates from MDE. Cost includes mileage, and registration. Schools: All Schools	Professional Learning	Tier 1	Monitor	08/22/2016	02/01/2021	\$1200	Title II Part A	Curriculum Director

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Activity - MASFPS Fall and Winter Institutes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Michigan Association of State and Federal Program Specialists host two events each year to train and update all State and Federal Program directors in legislation with regards to: • Prepare for New ESSA Legislation • Breakout Sessions Focusing on Improving Student Success through Personalized Learning • Policy and Practice from the Lens for ESSA • MDE Regional Update Sessions • Section 31a Update</p> <p>The Winter Institute provides attendees with new learning around evidence based instructional practices to help develop programs back in districts. Cost includes mileage, registration and lodging.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/21/2017	06/08/2018	\$1551	Title II Part A	State and Federal Program Director

Activity - Special Populations Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Individuals will learn in Collaboration and Best Practices Across Programs</p> <p>At Risk Youth (Section 31a) Administrators Bilingual Education (Section 41) Teachers Early Literacy & MTSS Interventionists English Learners & Immigrant Students (Title III) Paraprofessionals Homeless Education (Title IX) Principals Neglected & Delinquent (Title I, Part D) Community Members Migrant Education (Title I, Part C)</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	09/18/2017	09/19/2017	\$750	Title II Part A	Curriculum Director and building leadership

Activity - Kent Learning Collaborative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

District curriculum leadership will participate monthly at the Kent Intermediate School District attending Kent Learning Collaborative (KLC), KLC is a group of innovative and leading educators supporting curriculum and instruction. Schools: All Schools	Curriculum Development, Professional Learning, Policy and Process	Tier 1		08/08/2016	06/11/2021	\$100	General Fund	Curriculum Director
---	---	--------	--	------------	------------	-------	--------------	---------------------

Activity - District Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Portland Public Schools Implemented 4 core curriculum PLC's, ELA, Math, Social Studies and Science in addition are PE, Fine Arts and Music. Five additional PLC have been established, Technology, 5D, Data, MiBSLi and Family Engagement. The district has 7-8 early release days built into the yearly calendar providing time for the members of these to collaborate and complete tasks. Schools: All Schools	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		08/22/2016	06/01/2021	\$0	No Funding Required	All teaching and support staffs and administration.

Activity - MTSS/MiBLSI trainings year 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning their third year, district implementation teams have two data reviews per year to determine what supports to provide to their schools. In addition, Schools will establish their tier 2 and 3 reading interventions and tier 3 behavior supports. Schools: All Schools	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/22/2018	06/07/2019	\$5500	General Fund	MTSS coordinator MTSS teams

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Leadership Teams	Each school will organize and utilize a School Leadership Team (formerly BIT/BSIT teams) which will be representative of all grade levels and or content areas and additional stakeholders and is supported by the DSIT. (DCA item 17)	Behavioral Support Program	Tier 1	Implement	08/23/2016	06/11/2021	\$0	BIT, DIT, Executive Leadership and all staff
Family Engagement	MMMEP Consortium staff will provide a parental involvement event to inform parents about the services their children receive as well as provide them with strategies on how to help their child with academics at home and how to access community resources.	Parent Involvement	Tier 1	Getting Ready	08/24/2016	06/30/2017	\$0	MMMEP staff
Lexia	MMMEP Consortium staff will provide K-5 students the use of the online program Lexia to help them increase mastery of the 5 Big ideas in reading including reading, comprehension and vocabulary.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$0	MMMEP staff and District EL/Migrant Coordinator
Unpacking Michigan Social Studies Standards	The district social studies curriculum team will continue to develop Standard Clarification Documents around the Michigan Social Studies Standards (GLCE/HSCE). The team will indicate which standards are "priority standards". This is an activity of the curriculum committee during PLC's.	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	K-12 social studies curriculum representatives, curriculum director
District MTSS Report	At least twice a year, the MTSS coordinator and/or curriculum director will update the board on the status of MTSS including: number of schools involved, stage of implementation of specific EI within the MTSS framework, internal capacity (leadership, organization, competency), fidelity of implementation, impact on student outcomes, stakeholder feedback results, upcoming work to scale-up and continue improvement.	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	MTSS coordinator, curriculum director

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

SWIS - Data Review	The District MiBLSI team will have access to and utilize SWIS data to make data-based decisions about the health of their SW-PBIS system in an effort to reduce the number of behavior incidences. Data will include: fidelity data, outcome data, capacity data, and scale up data.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	MiBLSI District Team
Staff Performance Feedback	Performance feedback process is in place to provide consistent feedback to all staff who are implement or supporting SWPBIS including: feedback specific to SW-PBIS, staff providing feedback has knowledge of SWPBIS and understand the components of implementation, collaborative review of the data with all staff frequently, data is used to celebrate accomplishments and strengthen staff skills (at all levels). (DCA item 26)	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$0	BIT, DIT, Executive Leadership
Unpacking of the Michigan Science Standards	The district science curriculum team will get clarification around the Michigan Science Standards. The team will indicate which standards are "priority standards". This will be part of the work during curriculum team meeting during the 5 days and PLC time.	Curriculum Development	Tier 1	Getting Ready	08/24/2016	06/30/2017	\$0	K-12 science curriculum representatives and curriculum director
SWIS PD	PD for SWBIS staff will be conducted by highly trained individuals and the trainings will be skill based with opportunities for practice/behavioral rehearsals and feedback.	Behavioral Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$0	All teaching staff and administration
District Professional Learning Communities	A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Portland Public Schools Implemented 4 core curriculum PLC's, ELA, Math, Social Studies and Science in addition are PE, Fine Arts and Music. Five additional PLC have been established, Technology, 5D, Data, MiBLSi and Family Engagement. The district has 7-8 early release days built into the yearly calendar providing time for the members of these to collaborate and complete tasks.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		08/22/2016	06/01/2021	\$0	All teaching and support staffs and administration.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Deepen understanding of the C3 Framework	The C3 Framework for Social Studies State Standards is a powerful guide to help each state strengthen instruction in the social studies by establishing fewer, clearer, and higher standards for instruction in civics, economics, geography, and history, kindergarten through high school. Teacher will work with Ionia ISD science consultant throughout the year to deepen and build capacity of understanding of the framework.	Professional Learning	Tier 1	Implement	08/23/2016	06/11/2021	\$0	All Social Studies and ELA content teachers at the secondary and all classroom elementary teachers.
Process for Addressing Internal Barriers	The district will develop and implement with consistency a formal process for addressing internal barriers. Evidence will include district communication tool, policy and guidance documents to support new ways of work, how resources are allocated.	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	District staff and administration
Connected Math Project training	The Connected Mathematics Project (CMP) was funded by the National Science Foundation to develop a complete middle school mathematics curriculum, Connected Mathematics, for students and teachers. CMP is a problem-centered curriculum promoting an inquiry-based teaching-learning classroom environment. Continued training of current staff and new staff members.	Professional Learning	Tier 1	Implement	06/12/2017	06/14/2019	\$0	CMP teachers, MSU staff trainers, curriculum director and principal
MMMEP Consortium Partnership	Portland Public School will participate with MMMEP Program Consortium to identify EL and Migrant students and their families providing ongoing support through collaboration between Portland Public Schools and MMMEP staff.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$0	MMMEP staff and District EL/Migrant Coordinator
District Wide Communication Plan	The district will develop a written, accessible communication plan which will include the following components: list of stakeholder groups identified in the districts organization chart, type of information to share and receive from identified stakeholders, who is responsible for communication, frequency and methods of communication, and plan to evaluate the communication plan annually, and stakeholder survey regarding effectiveness of the communication.	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/11/2021	\$0	District MiBLSi team
School Improvement Plans	School Improvement Plans (SIPs) are linked to District Improvement Plans (DIP) – 80% or more of the schools have SIPs that are linked to district priorities within the DIP (DCA item 18)	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/11/2021	\$0	BIT, DIT, School Improvement Teams and Executive Leadership

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Foundational Skill Kits implementation	<p>SRA Open Court Reading Foundational Skills Kits Help Students Learn These Sound/Symbol Correspondences by:</p> <ul style="list-style-type: none"> • Teaching letter knowledge and phonemic awareness in grade K. • Introducing sound/spellings in grade 1. • Providing explicit instruction in blending all the sounds into words. • Offering a systematic review of all sound/spellings in grade 2. • Building fluency, a key to comprehension, through the use of decodable books. • Connecting spelling to phonics through dictation. • Transitioning at the end of grade 2 from phonics instruction to word analysis through the end of grade 3. • Developing oral language and vocabulary daily through a variety of activities. • Expanding students' knowledge of creating new words through the study of base words, roots, and affixes in grade 3. 	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/22/2017	06/08/2018	\$0	Classroom teachers, curriculum director, ELA team and principal.
Curriculum Meetings	One person from each grade level will set on the math curriculum committee. The committee will meet 3-4 days during professional development days and PLC time to get clarity Michigan Math Standards, ...	Curriculum Development	Tier 1	Implement	08/24/2016	06/30/2017	\$0	K-12 math committee members and curriculum director
MiBLSI District Roll out	Fall and Winter of the 2017-2018 school year, each school will plan a staff roll out during which staff will be trained on how to implement an effective PBIS system through-out the entire school. The MTSS coordinator and MiBLSI liaison, and MiBLSI leadership team will lead the training, but all staff will be involved in teaching initial behavior expectations lessons and reteaching throughout the school year.	Behavioral Support Program, Professional Learning, Policy and Process	Tier 1	Getting Ready	04/10/2017	06/08/2018	\$0	MiBLSI district team

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

<p>Math Recovery</p>	<p>The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to:</p> <ul style="list-style-type: none"> • Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention. • Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction. • Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas. • Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers. 	<p>Academic Support Program, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>03/14/2017</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>Math Recovery grant participates and K-8 Instructional coach, curriculum director and principal.</p>
<p>MTSS/PBIS Deepening Knowledge</p>	<p>Dr. Kim St. Martin is currently the Assistant Director of Michigan’s Integrated Behavior Learning Support Initiative (MiBLSi). Dr. St. Martin provides leadership in the development of MiBLSi’s District Model for implementing an integrated academic and behavior Multi-Tier System of Support (MTSS). She is also a co-author of three school-level reading fidelity assessments and implementation capacity assessments at both the district and regional agency levels. Prior to her work with MiBLSi, Dr. St. Martin was a principal and classroom teacher. Over the course of the past several years, she has provided MTSS consultation to school districts across the country and state departments of education. Dr. St. Martin has also presented at several state and national MTSS conferences.</p>	<p>Academic Support Program, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>		<p>08/21/2017</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>All teachers, support staff and administration.</p>

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Data to Evaluate Effectiveness	DSIT will use training effectiveness data, a coaching service delivery plan and coaching effectiveness data to ensure staff are supported during implementation of SWBIS. Training evaluation data and training performance assessment data are analyzed to determine effectiveness of training and data are used to inform needs in selection/recruitment, coaching and other implementation supports. The coaching service delivery plan includes: direct observation, prompting, modeling, feedback, assistance in adaptation, consultation and adherence to the plan is reviewed regularly. Coaching effectiveness data is assessed at least every 6 months using multiple sources of data (e.g., fidelity measures, coach observations, staff satisfactions surveys, and adherence data to the plan. Data will be used to inform improvements. (DCA items 23, 24, 25)	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$0	All staff, BIT, DIT, Executive Leadership
Technology Integration	All teachers will be trained in the implement strategies included in the technology plan created from Marzano's best practices with technology. District will provide a one day training for all staff.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/24/2016	06/09/2017	\$0	Technology Director, building technology specialists, building principals and curriculum director
Investigations Training	All K-5 mathematics teachers will be trained in their math resource Investigations during the school year. Topics include: Instructional Alignment, Differentiation, Progress Monitoring.	Curriculum Development, Professional Learning	Tier 1		08/14/2017	06/11/2021	\$0	All classroom teachers, Math IISD consultant, curriculum director and principal.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Instructional Consultation Team	Specific and individualized interventions are planned and implemented with students by instructional consultation team members. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students.	Academic Support Program, Behavioral Support Program, Parent Involvement, Professional Learning	Tier 2	Implement	08/24/2016	06/09/2017	\$0	Instructional Consultation Team, Instructional Consultation Facilitator, classroom teacher, and parent
Math Academic Vocabulary	All K-12 math committee representatives will identify critical academic vocabulary to be taught within the K-12 math curriculum. Staff will also be trained on how to explicitly teach academic vocabulary based on Marzano's 6-Steps or Anita Archer's Explicit Instruction. Training will be provided by curriculum director, district math committee, and ISD math coach during PLC's.	Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$0	K-12 math committee members, curriculum director and ISD math coach.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
READ 180 elementary	Westwood fourth and fifth grade will use READ 180 as the supplemental program for students at-risk in reading. READ 180 Universal is the leading blended learning solution that accelerates learning for struggling readers by merging the latest in brain science, adaptive technology, professional development, and knowledge for school and life.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Getting Ready	08/22/2018	06/07/2019	\$5000	MTSS coordinator Interventionist Principal
READ 180	Middle School sixth grade will use READ 180 as the supplemental program for students at-risk in reading. READ 180 Universal is the leading blended learning solution that accelerates learning for struggling readers by merging the latest in brain science, adaptive technology, professional development, and knowledge for school and life.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$21300	Middle School teaching staff, building principal
Math lab	School will implement an academic support course for at risk students. The course will target students struggling in math. In most cases this will be special education students. Special education teachers will reinforce math concepts and help students struggling with basic math skills to improve success in math classes and narrow gaps on math standardized test.	Academic Support Program	Tier 2		08/24/2016	06/09/2017	\$1	Math lab staff, building principal, and curriculum director.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Supplemental Support	Math interventionists will be provided for at-risk students in grades K-5. They will provide 30-50 minutes of intervention 3-5 times per week.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$32008	Title One paraprofessional, Title One Director and building principal.
Invervention Support	All students identified needing reading intervention support will receive 15-30 minutes 3-5 days/week in grades K-5 provided by a paraprofessional and 30 minutes/day 5 days/week of reading intervention support provided by a Reading Specialist for first grade.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$115417	District Intervention staff, Title One Director, Curriculum Director, building Principals

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP Training	Teachers of EL students will attend Sheltered Instruction Observation Protocol (SIOP) professional development to help them learn strategies around lesson preparation, building background knowledge, comprehension, interaction, practice and application, lesson delivery, and review and assessment. Teachers will be provided with a sub or stipend to attend the training.	Professional Learning	Tier 2	Getting Ready	01/04/2017	06/30/2017	\$1000	MMMEP staff, district teachers and EL/Migrant Coordinator
Develop Common Vernacular	Math staff will meet to develop common vernacular across the building to reinforce the use of common vocabulary to teach their standards for greater depth of knowledge by students thus aiding in comprehension skills.	Academic Support Program, Professional Learning		Implement	08/22/2016	06/09/2017	\$1275	High school math department , building principal, and curriculum director.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Battle Creek Science Kit Implementation	The Battle Creek Area Mathematics and Science Center has developed a Kindergarten through Seventh grade inquiry-based science curriculum that is aligned with the Michigan Grade Level Content Expectations. The purpose of the program is to provide good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1500	All teaching staff, curriculum director and principal.
Rewards Cohort 2	The REWARDS family of short-term reading and writing intervention materials is specifically designed for adolescent struggling learners in grades 4-12. Developed by award-winning author Dr. Anita Archer, these short-term interventions, consisting of 20-25 lessons, produce long-term literacy achievement	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2		06/07/2019	06/07/2019	\$640	Interventionists Middle school ELA teachers Building principal Curriculum/Instruction MTSS coordinator
Google Certification training	<p>It's time to stretch your use of classroom technology by becoming a Google Certified Teacher.</p> <p>Google has become a leading educational resource for educators. Becoming a Google Certified Teacher enhances your ability to use G Suite for Education, Chromebooks, and Google Classroom to engaging students, streamline classroom communication and collaborate with others.</p> <p>Becoming a Google Certified Teacher provides an opportunity to increase your professional knowledge by learning new ways to incorporate technology into the classroom. Google offers a variety of certifications for classroom teachers, administrators, and IT professionals. These certifications feature rigorous verification of your ability to use Google tools and services effectively.</p>	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$500	Technology teachers, curriculum director and principal

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Elementary Math Curriculum Review	The elementary PLC team will review 4 math resources for adaption in fall of 2019.	Materials, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$120000	PLC math team members Building principals Curriculum/ Instruction Superintendent
Math Coherence	One teacher from each grade level/department will attend 2 sessions at the IISD creating Common Assessment aligned to state standards. Coherence among assignment, lessons and instructional techniques. ISD math coach will also come into local classrooms with teams of teachers to model and observe classroom instruction to guide discussion about coherence.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$1275	K-12 coherence members, building principal, curriculum director, and ISD math coach.
MI Science Teachers Association Conference	Teachers will learn strategies to increase their knowledge of science instructional strategies to best use for implementing the NGSS.	Curriculum Development	Tier 1	Implement	08/22/2016	06/09/2017	\$850	High school science department , building principal, and curriculum director.
Math Recovery Cohort 2	The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to: • Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention. • Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction. • Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas. • Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers. Four additional teachers to be trained.	Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/09/2018	06/07/2019	\$4000	Math teachers (4) Building principal ISD personnel Curriculum/ Instruction

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

SWIS Assessment	Each building will purchase SWIS by August 1, 2017 for \$350/license.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1400	MTSS Coordinator, MiBLSi liaison and building MiBLSi BIT.
Wonders Implementation Oakwood	Wonders is a comprehensive K-6 program built on your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Connect Your Students to Core Standards Discover the power of fully connected programs built for English Language Arts, English Language Development, intervention, and immersion. Make every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. Connect Your Students to Inspiring Literature Wonders is filled with exemplars, award-winners and other high-interest literary and informational texts that range across many genres, eras, and cultures. As students engage with the Essential Questions, they're gaining access to complex texts, collaborating with their peers, and becoming accomplished at writing to sources. Connect Your Classroom to the World Wonders provides you with unsurpassed resources that support your instruction – 100% print, 100% digital, or anywhere in between. From weekly school-to-home letters in nine languages, to multimedia resources that speak to students in their own vernacular, Wonders makes the connections that prepare students to succeed.	Materials, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		08/20/2018	06/07/2019	\$7500	All teaching staff Building principal Curriculum/ Instruction
Reading Team Implementation	The MiBLSi Building Implementation Reading Teams will attend 2+ days of Tier 1 Elementary or Secondary Content Area Reading Strategies beginning in the Fall of 2017 with the MiBLSi leadership team. Some of the training will be for Reading Coaches only.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$2500	MiBLSi Building Implementation Teams, MTSS coordinator, curriculum director, superintendent, principal.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Process for eliminating barriers	The district will develop and implement with consistency a formal process for addressing internal barriers. Evidence will include district communication tool, policy and guidance documents to support new ways of work, how resources are (re)allocated, etc.) (DCA item 11)	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1500	BIT, DIT and Executive Leadership
Curriculum Meetings	One-two teachers from grade level will meet as part of a district wide curriculum team for 2 full days during the 2016-2017 school year to continue developing an aligned curriculum based on the Michigan Social Studies . Cost for subs.	Curriculum Development	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$2700	K-12 Social Studies grade level representatives on the district social studies committee, building principals, curriculum director
Curriculum Meetings	One teacher from each grade level will meet as part of a district science curriculum team for 5 full days during the 2016-17 school as well as PLC's time to align curriculum based on the Michigan Science Standards.	Curriculum Development	Tier 1	Implement	08/24/2016	06/09/2017	\$7500	K-12 science representatives and curriculum director
Fall Science Conference	Staff will learn strategies to teach science phenomena and the cross cutting practices around the NGSS.	Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$380	High school science department , building principal, and curriculum director.
Digital Portfolios	Students will create digital portfolios (Weebly) to showcase their work in written format. This sort of engagement will hopefully increase the students' desire to create better written works.	Academic Support Program	Tier 1	Implement	08/24/2016	06/09/2017	\$580	High school teaching staff, building principal, and curriculum director.
MMMEP Consortium Instructional Support	MMMEP Consortium Instructional Support staff will be using REACH and Inside edge supporting Michigan ELA Standards in conjunction with WIDA ELP Standards. Support is provided through the MMMEP agreement.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$7345	MMMEP Staff and District Migrant/EL Coordinator

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

DIBELS Math	All K-2 students will be screened using the DIBELS screener 3 times per year and progress monitored at least monthly. Teacher will analyze and use data to inform instructional supports for students.	Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$1500	All classroom teachers and assessment SQUAD, curriculum director and principal.
MTSS/MiBLSI trainings year 3	Beginning their third year, district implementation teams have two data reviews per year to determine what supports to provide to their schools. In addition, Schools will establish their tier 2 and 3 reading interventions and tier 3 behavior supports.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/22/2018	06/07/2019	\$5500	MTSS coordinator MTSS teams
DIBELS Assessment	All K-6 students will be assessed with all appropriate grade level Dibels modules 3 times per year. Teachers will also progress monitor students with Dibels when students receive additional instructional support.	Academic Support Program	Tier 1	Getting Ready	08/24/2016	06/09/2017	\$1205	MTSS Coordinator, MiBLSI building coaches, curriculum director and building principals.
EI Alignment, Selection and Review Process	The district will utilize the EI Alignment, Selection, and Review Process in all areas to determine which EIs are needed in the district. Documentation will display new and existing EIs the district supports and includes statements regarding how all EIs are compatible and add value to one another to achieve improved implementation and student outcomes. (DCA items 5-6)	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1500	PLC content teams, principal and Executive Leadership
Scholastic Reading Inventory	All 6-12 students will be assess with the Scholastic Reading Inventory 3 times per year and progress monitored more frequently when supplemental instruction is required. Cost is \$5/student.	Academic Support Program	Tier 1	Implement	08/24/2016	06/09/2017	\$7875	6-12 ELA teaching staff, MTSS coordinator, building principals and curriculum director
District MTSS Coordinator	The district will utilize the MTSS coordinator to help the district and individual buildings strengthen their MTSS framework for behavior and reading.	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$12780	MTSS coordinator, curriculum director

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Develop Common Vernacular	Staff will meet to develop common vernacular across the building to reinforce the use of common vocabulary to teach their standards for greater depth of knowledge by students thus aiding in comprehension skills.	Academic Support Program	Tier 1	Implement	08/24/2016	06/09/2017	\$1250	High School ELA department , building principals, and curriculum director.
Reading Data Review Meetings	The MiBLSi District Leadership Teams will meet 6 times as part of a 12 day series to be trained how to look look at Tier 1 reading data and make determinations about what system changes need to occur within the building's Tier I reading program. The MiBLSi district team will attend trainings throughout the school year with the MiBLSi leadership team . The cost is for subs only.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$4320	MTSS Coordinator , MiBLSi Liaison, MiBLSi District Leadership Team, curriculum director and building principals.
Kent Learning Collaborative	District curriculum leadership will participate monthly at the Kent Intermediate School District attending Kent Learning Collaborative (KLC), KLC is a group of innovative and leading educators supporting curriculum and instruction.	Curriculum Development, Professional Learning, Policy and Process	Tier 1		08/08/2016	06/11/2021	\$100	Curriculum Director
Math Assessment Project	Teachers will create and use performance-based tasks to assess student learning.	Curriculum Development, Academic Support Program	Tier 1		08/22/2016	06/09/2017	\$1275	High school math department , building principal, and curriculum director.
FAME team	Formative Assessment team is working with the measured progress professional development series to learn about, and implement formative assessments into the curriculum.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$1250	FAME team members, building principal and curriculum director

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Reading Implementation Cohort 2	The MiBLSi Building Implementation Reading Teams will attend 2+ days of Tier 1 Elementary or Secondary Content Area Reading Strategies beginning in the Fall of 2018 with the MiBLSi leadership team. Some of the training will be for Reading Coaches only.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$1500	Building MTSS teams MTSS Coordinator
---------------------------------	--	--	--------	---------------	------------	------------	--------	---

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Conscious Discipline	DK-K teachers will attend Conscious Discipline training which shows significant positive changes across multiple measures in multiple studies, including improving the social-emotional skills of both students and teachers, increasing academic performance.	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/08/2016	08/09/2016	\$1600	DK-K teaching staff, building principal and MTSS coordinator.
Michigan School Improvement Network Conferences	The Michigan School Improvement Facilitator's Network is a group of district and county level leaders who meet 4 times, 2 days each time, throughout the school year to learn new leadership strategies, and receive updates from the various departments within MDE. The first day is comprised of new and the second day is updates from MDE. Cost includes mileage, and registration.	Professional Learning	Tier 1	Monitor	08/22/2016	02/01/2021	\$1200	Curriculum Director
COMMIT Summer Leadership Conference	The District School Improvement Team will attend the COMMIT Summer Leadership Institute. This organization brings in nationally recognized leaders in education to train district leadership teams in effective strategies to move educational systems forward. Topics include student engagement, school improvement, data analysis, collaboration, etc. The cost for the DSIT team to attend includes lodging, mileage, and registration.	Professional Learning	Tier 1		06/12/2017	06/30/2017	\$6230	District Leadership

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Special Populations Conference	Individuals will learn in Collaboration and Best Practices Across Programs At Risk Youth (Section 31a) Administrators Bilingual Education (Section 41) Teachers Early Literacy & MTSS Interventionists English Learners & Immigrant Students (Title III) Paraprofessionals Homeless Education (Title IX) Principals Neglected & Delinquent (Title I, Part D) Community Members Migrant Education (Title I, Part C)	Professional Learning	Tier 1	Implement	09/18/2017	09/19/2017	\$750	Curriculum Director and building leadership
DIBELS training Cohort 2	District MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. This training is free to the Portland District as we are aligned as a partner with MiBLSi grant. Cost of mileage to be paid.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		08/27/2018	06/07/2019	\$150	MTSS coach MTSS coordinator Principals Training staff
Student Growth and Assessment	Teachers will learn how to identify, collect, analyze, and use data to drive instruction, establish baseline growth indicators, and develop a system for measuring, collecting, and using data to drive instruction.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$3000	High school teaching staff, building principal, and curriculum director.
Math Lesson Study	Lesson Studies to assist in developing instructional techniques utilized by teachers to help support/increase student learning. Provides an opportunity for teachers to problem solve together to determine how to Plan/launch a lesson, what problems students will encounter with the lesson, and then reflect about the lesson and instructional decisions that will occur during the lesson, in addition what instructional decision will occur for the next lesson.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/24/2016	06/09/2017	\$1	Secondary math teaching staff, building principal, curriculum director, and ISD math coach
Strengthening Reading in K-2 classrooms	Classrooms teachers and School Leadership Teams will build knowledge and skills in the what, why and how phonemic awareness and phonics that all students in our school district meet minimum benchmarks related to these critical early literacy skills.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$520	All teaching staff, curriculum director and principal.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

<p>Reading Wonders Implementation</p>	<p>Wonders is a comprehensive K-6 program built on your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Connect Your Students to Core Standards Discover the power of fully connected programs built for English Language Arts, English Language Development, intervention, and immersion. Make every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. Connect Your Students to Inspiring Literature Wonders is filled with exemplars, award-winners and other high-interest literary and informational texts that range across many genres, eras, and cultures. As students engage with the Essential Questions, they're gaining access to complex texts, collaborating with their peers, and becoming accomplished at writing to sources. Connect Your Classroom to the World Wonders provides you with unsurpassed resources that support your instruction – 100% print, 100% digital, or anywhere in between. From weekly school-to-home letters in nine languages, to multimedia resources that speak to students in their own vernacular, Wonders makes the connections that prepare students to succeed.</p>	<p>Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/21/2017</p>	<p>06/08/2018</p>	<p>\$5000</p>	<p>All teaching staff, curriculum director and principal.</p>
<p>Next Gen -Michigan Science Standards Professional development</p>	<p>K-12 science staff PLC representatives will be trained on how to teach new science standards including the crosscutting concepts and science engineering practices during PLC time through the school year. The focus will be "how to launch off lessons with phenomenons" to increase student motivation in science. Facilitator KISD Science consultant will provide training during PLC district days 6 half days. Cost of facilitator only...no subs needed.</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/24/2016</p>	<p>06/09/2017</p>	<p>\$4200</p>	<p>K-12 science representatives, KISD facilitator, principals and curriculum director</p>

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

NCTE Roundtable Discussion	The title of the Roundtable Discussion presentation is: Slice of Life: Blogging our way to Better Writing Habits and the lead teacher will be discussing the various ways she has used the Slice of Life Story Challenge to engage students to live like writers for the month of March. Additionally, there is an optional (preferred) digital component to this challenge where students will be set up with their own blog to use throughout the challenge. Students typically arrange an afternoon to meet after school to learn how to operate the blog, and those who would rather write in a journal are also free to do so.	Professional Learning	Tier 1		11/07/2016	11/11/2016	\$355	NCTE Lead teacher attending conference, building principal, and curriculum director.
Number Talks	What is a Number Talk? A Number Talk is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. A Number Talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract. Number talks were developed for classroom teachers to engage students in “mental math” through grappling with interesting mathematics problems. Educators can use number talks regularly as introductions to the day’s mathematical practice, as “warm ups” for other lessons, or as stand-alone extended engagements with mathematical concepts.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/22/2017	06/11/2021	\$550	All classroom teachers, math teachers, curriculum director, Math ISD consultant and principal
Tier 1 Behavior Supports	Tier I Elementary and Secondary Behavior – The MiBLSI district team will be trained in PBIS/PSC to build initial competency in teaching appropriate behaviors which in turn improve academic success.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/08/2016	06/09/2017	\$12960	MiBLSI district team. MiBLSI liaison
MASFPS Fall and Winter Institutes	The Michigan Association of State and Federal Program Specialists host two events each year to train and update all State and Federal Program directors in legislation with regards to: • Prepare for New ESSA Legislation • Breakout Sessions Focusing on Improving Student Success through Personalized Learning • Policy and Practice from the Lens for ESSA • MDE Regional Update Sessions • Section 31a Update The Winter Institute provides attendees with new learning around evidence based instructional practices to help develop programs back in districts. Cost includes mileage, registration and lodging.	Professional Learning	Tier 1	Implement	08/21/2017	06/08/2018	\$1551	State and Federal Program Director

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Keys to Literacy	<p>Keys to Close Reading Literacy standards emphasize the use of challenging text at all grade levels and for students to apply close reading skills. Close reading means figuring out what a text says by thinking critically about the words and ideas in the text. It is sometimes described as deep reading, reading like a detective, or dissecting the text. Most students need explicit instruction for how to read text closely, and educators can provide this instruction by planning and conducting close reading lessons. During this professional development, teachers learn how to develop student close reading skills and how to plan and conduct a close reading lesson. This professional development addresses these topics and skills: Definition of close reading and related literacy standards Characteristics of a close reading lesson Planning a close reading text: select sample text, analyze text complexity, generate questions, plan the think aloud Generating text-dependent questions Stages of a close-reading lesson Developing related writing tasks Supports and scaffolds for struggling readers Participants view videos of classroom close reading lessons and have an opportunity to prepare a text selection for a close reading lesson. Who Should Participate: Grades 2-5 elementary teachers, educators who provide support to struggling readers, literacy specialists and coaches, grades 6-12 English teachers, and any grades 6-12 content teachers</p>	Curriculum Development, Academic Support Program, Professional Learning	Tier 1		08/23/2016	06/11/2021	\$500	Classroom Teachers, reading teacher, curriculum director and principal.
DIBELS Mentor Training	<p>4 staff will attend the Dibels Mentor Training in order to train all K-6 staff on how to administer and interpret Dibels and associated data. Cost includes mileage for 5 days.</p>	Professional Learning	Tier 1	Implement	08/23/2016	06/11/2021	\$310	Interventionists, MTSS Coordinator and Curriculum Director

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

CHAMPS	All new teachers will be trained in CHAMPS which is a classroom behavioral management system,	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$1500	Teaching staff, building principals, MTSS coordinator, MTSS liaison.
Pedagogy & Assessment for Learning	Teachers will learn strategies to increase their knowledge of teaching strategies and assessment from MASSP consultants.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$1800	High school teaching staff, MASSP consultant, building principal, and curriculum director.
DIBELS training	District MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. This training is free to the Portland District as we are aligned as a partner with MiBLSi grant. Cost of mileage to be paid.	Professional Learning	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$630	MiBLSi District Leadership Team, MiBLSi Building Coaches, Director of Curriculum and building principals.
Heggerty Phonemic Awareness training	Two of the best predictors of success of success in early reading are alphabet recognition and phonemic awareness. Developing phonemic awareness in young children is central in learning to read and spell. Participates will be provided with an overview of why developing phonemic awareness is critical to focus efforts in the early years. This professional learning session will focus on generalizable instructional procedures, modeling by the presenter, practice teaching of the ten focus skills and analysis of video examples.	Professional Learning	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$420	Elementary classroom teachers, K-3 Instructional Coach, Dir. Curriculum, building Principal.
REWARDS	The REWARDS family of short-term reading and writing intervention materials is specifically designed for adolescent struggling learners in grades 4-12. Developed by award-winning author Dr. Anita Archer, these short-term interventions, consisting of 20-25 lessons, produce long-term literacy achievement	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Getting Ready	08/18/2017	06/08/2018	\$80	Interventionist and reading teachers, curriculum director and principal.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

DIBELS Mentor training Cohort 2	Two staff will attend the DIBELS Mentor Training in order to train all K-6 staff on how to administer and interpret DIBELS and associated data. Cost includes mileage for 5 days.	Curriculum Development, Teacher Collaboration, Professional Learning			08/27/2018	06/07/2019	\$340	Reading Middle School coach Reading Coach at Westwood MTSS coordinator
Reading Wonders Implementation	.....	Professional Learning	Tier 1	Implement	05/23/2017	06/08/2018	\$5000	Westwood teaching staff, Curriculum Director and Principal
Instructional Coach	At its core, instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning. The concept is that the coach assists teachers to develop instructional strategies that will help students use and continue to build their literacy skills through content learning rather than implying that content teachers need to become literacy teachers or reading teachers per se. Content teachers' focus is first on content; each discipline has particular vocabulary, uses of language, written genre and so on that students need to learn. Instructional coaches help teachers improve the quality of their instruction, combining both content and literacy	Walkthrough, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	11/09/2016	06/01/2021	\$44251	Instructional coach, superintendent, curriculum director and principal.
MaCUL Technology Integration	Teachers will focus on sessions that are directed at improving differentiated instruction techniques using technology. Teachers will attend MACUL Conference focused sessions that are directed at improving academic performance focusing on technology integration with instructional practices. Those sessions will include such topics as: Using document cameras, online document creation and sharing and google classroom.	Academic Support Program, Professional Learning, Technology	Tier 1	Implement	08/22/2016	06/09/2017	\$4590	Teaching staff, building principals, technology director, and curriculum director.
PALS Implementation	Created by leading educational researchers, Paths to Achieving Literacy Success (PALS) is a teacher-directed program that has been proven to increase early literacy skills through small-group instruction and meaningful practice.	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Getting Ready	08/21/2017	06/08/2018	\$180	Classroom teachers, Interventionists, curriculum director and principal.

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
MMMEP Consortium Instructional Support	MMMEP Consortium Instructional Support staff will be using REACH and Inside edge supporting Michigan ELA Standards in conjunction with WIDA ELP Standards. Support is provided through the MMMEP agreement.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$7345	MMMEP Staff and District Migrant/EL Coordinator
MMMEP Consortium Partnership	Portland Public School will participate with MMMEP Program Consortium to identify EL and Migrant students and their families providing ongoing support through collaboration between Portland Public Schools and MMMEP staff.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$0	MMMEP staff and District EL/Migrant Coordinator
Lexia	MMMEP Consortium staff will provide K-5 students the use of the online program Lexia to help them increase mastery of the 5 Big ideas in reading including reading, comprehension and vocabulary.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$0	MMMEP staff and District EL/Migrant Coordinator
SIOP Training	Teachers of EL students will attend Sheltered Instruction Observation Protocol (SIOP) professional development to help them learn strategies around lesson preparation, building background knowledge, comprehension, interaction, practice and application, lesson delivery, and review and assessment. Teachers will be provided with a sub or stipend to attend the training.	Professional Learning	Tier 2	Getting Ready	01/04/2017	06/30/2017	\$1000	MMMEP staff, district teachers and EL/Migrant Coordinator
Family Engagement	MMMEP Consortium staff will provide a parental involvement event to inform parents about the services their children receive as well as provide them with strategies on how to help their child with academics at home and how to access community resources.	Parent Involvement	Tier 1	Getting Ready	08/24/2016	06/30/2017	\$0	MMMEP staff
Curriculum Meetings	One teacher from each grade level will meet as part of a district science curriculum team for 5 full days during the 2016-17 school as well as PLC's time to align curriculum based on the Michigan Science Standards.	Curriculum Development	Tier 1	Implement	08/24/2016	06/09/2017	\$7500	K-12 science representatives and curriculum director

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Unpacking of the Michigan Science Standards	The district science curriculum team will get clarification around the Michigan Science Standards. The team will indicate which standards are "priority standards". This will be part of the work during curriculum team meeting during the 5 days and PLC time.	Curriculum Development	Tier 1	Getting Ready	08/24/2016	06/30/2017	\$0	K-12 science curriculum representatives and curriculum director
Next Gen -Michigan Science Standards Professional development	K-12 science staff PLC representatives will be trained on how to teach new science standards including the crosscutting concepts and science engineering practices during PLC time through the school year. The focus will be "how to launch off lessons with phenomenons" to increase student motivation in science. Facilitator KISD Science consultant will provide training during PLC district days 6 half days. Cost of facilitator only...no subs needed.	Curriculum Development	Tier 1	Getting Ready	08/24/2016	06/09/2017	\$4200	K-12 science representatives, KISD facilitator, principals and curriculum director
Curriculum Meetings	One person from each grade level will set on the math curriculum committee. The committee will meet 3-4 days during professional development days and PLC time to get clarity Michigan Math Standards, ...	Curriculum Development	Tier 1	Implement	08/24/2016	06/30/2017	\$0	K-12 math committee members and curriculum director
DIBELS training	District MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. This training is free to the Portland District as we are aligned as a partner with MiBLSi grant. Cost of mileage to be paid.	Professional Learning	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$630	MiBLSi District Leadership Team, MiBLSi Building Coaches, Director of Curriculum and building principals.
Reading Data Review Meetings	The MiBLSi District Leadership Teams will meet 6 times as part of a 12 day series to be trained how to look look at Tier 1 reading data and make determinations about what system changes need to occur within the building's Tier I reading program. The MiBLSi district team will attend trainings throughout the school year with the MiBLSi leadership team . The cost is for subs only.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$4320	MTSS Coordinator , MiBLSi Liaison, MiBLSi District Leadership Team, curriculum director and building principals.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Technology Integration	All teachers will be trained in the implement strategies included in the technology plan created from Marzano's best practices with technology. District will provide a one day training for all staff.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/24/2016	06/09/2017	\$0	Technology Director, building technology specialists, building principals and curriculum director
Curriculum Meetings	One-two teachers from grade level will meet as part of a district wide curriculum team for 2 full days during the 2016-2017 school year to continue developing an aligned curriculum based on the Michigan Social Studies . Cost for subs.	Curriculum Development	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$2700	K-12 Social Studies grade level representatives on the district social studies committee, building principals, curriculum director
Unpacking Michigan Social Studies Standards	The district social studies curriculum team will continue to develop Standard Clarification Documents around the Michigan Social Studies Standards (GLCE/HSCE). The team will indicate which standards are "priority standards". This is an activity of the curriculum committee during PLC's.	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	K-12 social studies curriculum representatives, curriculum director
District MTSS Coordinator	The district will utilize the MTSS coordinator to help the district and individual buildings strengthen their MTSS framework for behavior and reading.	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$12780	MTSS coordinator, curriculum director
CHAMPS	All new teachers will be trained in CHAMPS which is a classroom behavioral management system,	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$1500	Teaching staff, building principals, MTSS coordinator, MTSS liaison.
Tier 1 Behavior Supports	Tier I Elementary and Secondary Behavior – The MiBLSI district team will be trained in PBIS/PSC to build initial competency in teaching appropriate behaviors which in turn improve academic success.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/08/2016	06/09/2017	\$12960	MiBLSI district team. MiBLSI liaison

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

District Wide Communication Plan	The district will develop a written, accessible communication plan which will include the following components: list of stakeholder groups identified in the districts organization chart, type of information to share and receive from identified stakeholders, who is responsible for communication, frequency and methods of communication, and plan to evaluate the communication plan annually, and stakeholder survey regarding effectiveness of the communication.	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/11/2021	\$0	District MiBLSi team
Process for Addressing Internal Barriers	The district will develop and implement with consistency a formal process for addressing internal barriers. Evidence will include district communication tool, policy and guidance documents to support new ways of work, how resources are allocated.	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	District staff and administration
District MTSS Report	At least twice a year, the MTSS coordinator and/or curriculum director will update the board on the status of MTSS including: number of schools involved, stage of implementation of specific EI within the MTSS framework, internal capacity (leadership, organization, competency), fidelity of implementation, impact on student outcomes, stakeholder feedback results, upcoming work to scale-up and continue improvement.	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	MTSS coordinator, curriculum director
SWIS - Data Review	The District MiBLSI team will have access to and utilize SWIS data to make data-based decisions about the health of their SW-PBIS system in an effort to reduce the number of behavior incidences. Data will include: fidelity data, outcome data, capacity data, and scale up data.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	MiBLSI District Team
SWIS PD	PD for SWBIS staff will be conducted by highly trained individuals and the trainings will be skill based with opportunities for practice/behavioral rehearsals and feedback.	Behavioral Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$0	All teaching staff and administration
SWIS Assessment	Each building will purchase SWIS by August 1, 2017 for \$350/license.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1400	MTSS Coordinator, MiBLSI liaison and building MiBLSi BIT.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

MiBLSI District Roll out	Fall and Winter of the 2017-2018 school year, each school will plan a staff roll out during which staff will be trained on how to implement an effective PBIS system through-out the entire school. The MTSS coordinator and MiBLSI liaison, and MiBLSI leadership team will lead the training, but all staff will be involved in teaching initial behavior expectations lessons and reteaching throughout the school year.	Behavioral Support Program, Professional Learning, Policy and Process	Tier 1	Getting Ready	04/10/2017	06/08/2018	\$0	MiBLSI district team
Math Academic Vocabulary	All K-12 math committee representatives will identify critical academic vocabulary to be taught within the K-12 math curriculum. Staff will also be trained on how to explicitly teach academic vocabulary based on Marzano's 6-Steps or Anita Archer's Explicit Instruction. Training will be provided by curriculum director, district math committee, and ISD math coach during PLC's.	Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$0	K-12 math committee members, curriculum director and ISD math coach.
Instructional Consultation Team	Specific and individualized interventions are planned and implemented with students by instructional consultation team members. Team members work with teachers to develop instructional strategies that can be utilized for an individual student or for a group or class of students.	Academic Support Program, Behavioral Support Program, Parent Involvement, Professional Learning	Tier 2	Implement	08/24/2016	06/09/2017	\$0	Instructional Consultation Team, Instructional Consultation Facilitator, classroom teacher, and parent
Math Coherence	One teacher from each grade level/department will attend 2 sessions at the IISD creating Common Assessment aligned to state standards. Coherence among assignment, lessons and instructional techniques. ISD math coach will also come into local classrooms with teams of teachers to model and observe classroom instruction to guide discussion about coherence.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$1275	K-12 coherence members, building principal, curriculum director, and ISD math coach.
MaCUL Technology Integration	Teachers will focus on sessions that are directed at improving differentiated instruction techniques using technology. Teachers will attend MACUL Conference focused sessions that are directed at improving academic performance focusing on technology integration with instructional practices. Those sessions will include such topics as: Using document cameras, online document creation and sharing and google classroom.	Academic Support Program, Professional Learning, Technology	Tier 1	Implement	08/22/2016	06/09/2017	\$4590	Teaching staff, building principals, technology director, and curriculum director.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Fall Science Conference	Staff will learn strategies to teach science phenomena and the cross cutting practices around the NGSS.	Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$380	High school science department , building principal, and curriculum director.
COMMIT Summer Leadership Conference	The District School Improvement Team will attend the COMMIT Summer Leadership Institute. This organization brings in nationally recognized leaders in education to train district leadership teams in effective strategies to move educational systems forward. Topics include student engagement, school improvement, data analysis, collaboration, etc. The cost for the DSIT team to attend includes lodging, mileage, and registration.	Professional Learning	Tier 1		06/12/2017	06/30/2017	\$6230	District Leadership
Michigan School Improvement Network Conferences	The Michigan School Improvement Facilitator's Network is a group of district and county level leaders who meet 4 times, 2 days each time, throughout the school year to learn new leadership strategies, and receive updates from the various departments within MDE. The first day is comprised of new and the second day is updates from MDE. Cost includes mileage, and registration.	Professional Learning	Tier 1	Monitor	08/22/2016	02/01/2021	\$1200	Curriculum Director
MASFPS Fall and Winter Institutes	The Michigan Association of State and Federal Program Specialists host two events each year to train and update all State and Federal Program directors in legislation with regards to: • Prepare for New ESSA Legislation • Breakout Sessions Focusing on Improving Student Success through Personalized Learning • Policy and Practice from the Lens for ESSA • MDE Regional Update Sessions • Section 31a Update The Winter Institute provides attendees with new learning around evidence based instructional practices to help develop programs back in districts. Cost includes mileage, registration and lodging.	Professional Learning	Tier 1	Implement	08/21/2017	06/08/2018	\$1551	State and Federal Program Director
Special Populations Conference	Individuals will learn in Collaboration and Best Practices Across Programs At Risk Youth (Section 31a) Administrators Bilingual Education (Section 41) Teachers Early Literacy & MTSS Interventionists English Learners & Immigrant Students (Title III) Paraprofessionals Homeless Education (Title IX) Principals Neglected & Delinquent (Title I, Part D) Community Members Migrant Education (Title I, Part C)	Professional Learning	Tier 1	Implement	09/18/2017	09/19/2017	\$750	Curriculum Director and building leadership

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Kent Learning Collaborative	District curriculum leadership will participate monthly at the Kent Intermediate School District attending Kent Learning Collaborative (KLC), KLC is a group of innovative and leading educators supporting curriculum and instruction.	Curriculum Development, Professional Learning, Policy and Process	Tier 1		08/08/2016	06/11/2021	\$100	Curriculum Director
MTSS/PBIS Deepening Knowledge	Dr. Kim St. Martin is currently the Assistant Director of Michigan's Integrated Behavior Learning Support Initiative (MiBLSi). Dr. St. Martin provides leadership in the development of MiBLSi's District Model for implementing an integrated academic and behavior Multi-Tier System of Support (MTSS). She is also a co-author of three school-level reading fidelity assessments and implementation capacity assessments at both the district and regional agency levels. Prior to her work with MiBLSi, Dr. St. Martin was a principal and classroom teacher. Over the course of the past several years, she has provided MTSS consultation to school districts across the country and state departments of education. Dr. St. Martin has also presented at several state and national MTSS conferences.	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1		08/21/2017	06/08/2018	\$0	All teachers, support staff and administration.
Deepen understanding of the C3 Framework	The C3 Framework for Social Studies State Standards is a powerful guide to help each state strengthen instruction in the social studies by establishing fewer, clearer, and higher standards for instruction in civics, economics, geography, and history, kindergarten through high school. Teacher will work with Ionia ISD science consultant throughout the year to deepen and build capacity of understanding of the framework.	Professional Learning	Tier 1	Implement	08/23/2016	06/11/2021	\$0	All Social Studies and ELA content teachers at the secondary and all classroom elementary teachers.
District Professional Learning Communities	A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Portland Public Schools Implemented 4 core curriculum PLC's, ELA, Math, Social Studies and Science in addition are PE, Fine Arts and Music. Five additional PLC have been established, Technology, 5D, Data, MiBSLi and Family Engagement. The district has 7-8 early release days built into the yearly calendar providing time for the members of these to collaborate and complete tasks.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		08/22/2016	06/01/2021	\$0	All teaching and support staffs and administration.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Number Talks	<p>What is a Number Talk?</p> <p>A Number Talk is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. A Number Talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract. Number talks were developed for classroom teachers to engage students in “mental math” through grappling with interesting mathematics problems. Educators can use number talks regularly as introductions to the day’s mathematical practice, as “warm ups” for other lessons, or as stand-alone extended engagements with mathematical concepts.</p>	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/22/2017	06/11/2021	\$550	All classroom teachers, math teachers, curriculum director, Math ISD consultant and principal
Reading Team Implementation	<p>The MiBLSi Building Implementation Reading Teams will attend 2+ days of Tier 1 Elementary or Secondary Content Area Reading Strategies beginning in the Fall of 2017 with the MiBLSi leadership team. Some of the training will be for Reading Coaches only.</p>	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$2500	MiBLSi Building Implementation Teams, MTSS coordinator, curriculum director, superintendent, principal.
EI Alignment, Selection and Review Process	<p>The district will utilize the EI Alignment, Selection, and Review Process in all areas to determine which EIs are needed in the district. Documentation will display new and existing EIs the district supports and includes statements regarding how all EIs are compatible and add value to one another to achieve improved implementation and student outcomes. (DCA items 5-6)</p>	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1500	PLC content teams, principal and Executive Leadership
Process for eliminating barriers	<p>The district will develop and implement with consistency a formal process for addressing internal barriers. Evidence will include district communication tool, policy and guidance documents to support new ways of work, how resources are (re)allocated, etc.) (DCA item 11)</p>	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1500	BIT, DIT and Executive Leadership

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Building Leadership Teams	Each school will organize and utilize a School Leadership Team (formerly BIT/BSIT teams) which will be representative of all grade levels and or content areas and additional stakeholders and is supported by the DSIT. (DCA item 17)	Behavioral Support Program	Tier 1	Implement	08/23/2016	06/11/2021	\$0	BIT, DIT, Executive Leadership and all staff
School Improvement Plans	School Improvement Plans (SIPs) are linked to District Improvement Plans (DIP) – 80% or more of the schools have SIPs that are linked to district priorities within the DIP (DCA item 18)	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/11/2021	\$0	BIT, DIT, School Improvement Teams and Executive Leadership
Staff Performance Feedback	Performance feedback process is in place to provide consistent feedback to all staff who are implement or supporting SWPBIS including: feedback specific to SW-PBIS, staff providing feedback has knowledge of SWPBIS and understand the components of implementation, collaborative review of the data with all staff frequently, data is used to celebrate accomplishments and strengthen staff skills (at all levels). (DCA item 26)	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$0	BIT, DIT, Executive Leadership

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Data to Evaluate Effectiveness	DSIT will use training effectiveness data, a coaching service delivery plan and coaching effectiveness data to ensure staff are supported during implementation of SWBIS. Training evaluation data and training performance assessment data are analyzed to determine effectiveness of training and data are used to inform needs in selection/recruitment, coaching and other implementation supports. The coaching service delivery plan includes: direct observation, prompting, modeling, feedback, assistance in adaptation, consultation and adherence to the plan is reviewed regularly. Coaching effectiveness data is assessed at least every 6 months using multiple sources of data (e.g., fidelity measures, coach observations, staff satisfactions surveys, and adherence data to the plan. Data will be used to inform improvements. (DCA items 23, 24, 25)	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$0	All staff, BIT, DIT, Executive Leadership
Reading Implementation Cohort 2	The MiBLSi Building Implementation Reading Teams will attend 2+ days of Tier 1 Elementary or Secondary Content Area Reading Strategies beginning in the Fall of 2018 with the MiBLSi leadership team. Some of the training will be for Reading Coaches only.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$1500	Building MTSS teams MTSS Coordinator
MTSS/MiBLSi trainings year 3	Beginning their third year, district implementation teams have two data reviews per year to determine what supports to provide to their schools. In addition, Schools will establish their tier 2 and 3 reading interventions and tier 3 behavior supports.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/22/2018	06/07/2019	\$5500	MTSS coordinator MTSS teams

Westwood Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

DIBELS Mentor Training	4 staff will attend the Dibels Mentor Training in order to train all K-6 staff on how to administer and interpret Dibels and associated data. Cost includes mileage for 5 days.	Professional Learning	Tier 1	Implement	08/23/2016	06/11/2021	\$310	Interventionists, MTSS Coordinator and Curriculum Director
DIBELS Assessment	All K-6 students will be assessed with all appropriate grade level Dibels modules 3 times per year. Teachers will also progress monitor students with Dibels when students receive additional instructional support.	Academic Support Program	Tier 1	Getting Ready	08/24/2016	06/09/2017	\$1205	MTSS Coordinator, MiBLSI building coaches, curriculum director and building principals.
Invervention Support	All students identified needing reading intervention support will receive 15-30 minutes 3-5 days/week in grades K-5 provided by a paraprofessional and 30 minutes/day 5 days/week of reading intervention support provided by a Reading Specialist for first grade.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$115417	District Intervention staff, Title One Director, Curriculum Director, building Principals
Math Supplemental Support	Math interventionists will be provided for at-risk students in grades K-5. They will provide 30-50 minutes of intervention 3-5 times per week.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$32008	Title One paraprofessional, Title One Director and building principal.
Reading Wonders Implementation	.....	Professional Learning	Tier 1	Implement	05/23/2017	06/08/2018	\$5000	Westwood teaching staff, Curriculum Director and Principal

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

<p>Reading Wonders Implementation</p>	<p>Wonders is a comprehensive K-6 program built on your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Connect Your Students to Core Standards Discover the power of fully connected programs built for English Language Arts, English Language Development, intervention, and immersion. Make every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. Connect Your Students to Inspiring Literature Wonders is filled with exemplars, award-winners and other high-interest literary and informational texts that range across many genres, eras, and cultures. As students engage with the Essential Questions, they're gaining access to complex texts, collaborating with their peers, and becoming accomplished at writing to sources. Connect Your Classroom to the World Wonders provides you with unsurpassed resources that support your instruction – 100% print, 100% digital, or anywhere in between. From weekly school-to-home letters in nine languages, to multimedia resources that speak to students in their own vernacular, Wonders makes the connections that prepare students to succeed.</p>	<p>Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/21/2017</p>	<p>06/08/2018</p>	<p>\$5000</p>	<p>All teaching staff, curriculum director and principal.</p>
<p>Battle Creek Science Kit Implementation</p>	<p>The Battle Creek Area Mathematics and Science Center has developed a Kindergarten through Seventh grade inquiry-based science curriculum that is aligned with the Michigan Grade Level Content Expectations. The purpose of the program is to provide good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process.</p>	<p>Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/21/2017</p>	<p>06/08/2018</p>	<p>\$1500</p>	<p>All teaching staff, curriculum director and principal.</p>

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Math Recovery	<p>The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching.</p> <p>Specifically Math Recovery® goals are to:</p> <ul style="list-style-type: none"> • Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention. • Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction. • Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas. • Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers. 	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	03/14/2017	06/08/2018	\$0	Math Recovery grant participates and K-8 Instructional coach, curriculum director and principal.
REWARDS	<p>The REWARDS family of short-term reading and writing intervention materials is specifically designed for adolescent struggling learners in grades 4-12. Developed by award-winning author Dr. Anita Archer, these short-term interventions, consisting of 20-25 lessons, produce long-term literacy achievement</p>	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Getting Ready	08/18/2017	06/08/2018	\$80	Interventionist and reading teachers, curriculum director and principal.
Instructional Coach	<p>At its core, instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning. The concept is that the coach assists teachers to develop instructional strategies that will help students use and continue to build their literacy skills through content learning rather than implying that content teachers need to become literacy teachers or reading teachers per se. Content teachers’ focus is first on content; each discipline has particular vocabulary, uses of language, written genre and so on that students need to learn. Instructional coaches help teachers improve the quality of their instruction, combining both content and literacy</p>	Walkthrough, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	11/09/2016	06/01/2021	\$44251	Instructional coach, superintendent, curriculum director and principal.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Investigations Training	All K-5 mathematics teachers will be trained in their math resource Investigations during the school year. Topics include: Instructional Alignment, Differentiation, Progress Monitoring.	Curriculum Development, Professional Learning	Tier 1		08/14/2017	06/11/2021	\$0	All classroom teachers, Math IISD consultant, curriculum director and principal.
Google Certification training	It's time to stretch your use of classroom technology by becoming a Google Certified Teacher. Google has become a leading educational resource for educators. Becoming a Google Certified Teacher enhances your ability to use G Suite for Education, Chromebooks, and Google Classroom to engaging students, streamline classroom communication and collaborate with others. Becoming a Google Certified Teacher provides an opportunity to increase your professional knowledge by learning new ways to incorporate technology into the classroom. Google offers a variety of certifications for classroom teachers, administrators, and IT professionals. These certifications feature rigorous verification of your ability to use Google tools and services effectively.	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$500	Technology teachers, curriculum director and principal
Elementary Math Curriculum Review	The elementary PLC team will review 4 math resources for adaption in fall of 2019.	Materials, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$120000	PLC math team members Building principals Curriculum/ Instruction Superintendent

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Math Recovery Cohort 2	The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to: • Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention. • Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction. • Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas. • Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers. Four additional teachers to be trained.	Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/09/2018	06/07/2019	\$4000	Math teachers (4) Building principal ISD personnel Curriculum/ Instruction
Rewards Cohort 2	The REWARDS family of short-term reading and writing intervention materials is specifically designed for adolescent struggling learners in grades 4-12. Developed by award-winning author Dr. Anita Archer, these short-term interventions, consisting of 20-25 lessons, produce long-term literacy achievement	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2		06/07/2019	06/07/2019	\$640	Interventionists Middle school ELA teachers Building principal Curriculum/ Instruction MTSS coordinator
DIBELS training Cohort 2	District MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. This training is free to the Portland District as we are aligned as a partner with MiBLSi grant. Cost of mileage to be paid.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		08/27/2018	06/07/2019	\$150	MTSS coach MTSS coordinator Principals Training staff
DIBELS Mentor training Cohort 2	Two staff will attend the DIBELS Mentor Training in order to train all K-6 staff on how to administer and interpret DIBELS and associated data. Cost includes mileage for 5 days.	Curriculum Development, Teacher Collaboration, Professional Learning			08/27/2018	06/07/2019	\$340	Reading Middle School coach Reading Coach at Westwood MTSS coordinator

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

READ 180 elementary	Westwood fourth and fifth grade will use READ 180 as the supplemental program for students at-risk in reading. READ 180 Universal is the leading blended learning solution that accelerates learning for struggling readers by merging the latest in brain science, adaptive technology, professional development, and knowledge for school and life.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Getting Ready	08/22/2018	06/07/2019	\$5000	MTSS coordinator Interventionist Principal
---------------------	---	--	--------	---------------	------------	------------	--------	--

Portland Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
DIBELS Mentor Training	4 staff will attend the Dibels Mentor Training in order to train all K-6 staff on how to administer and interpret Dibels and associated data. Cost includes mileage for 5 days.	Professional Learning	Tier 1	Implement	08/23/2016	06/11/2021	\$310	Interventionists, MTSS Coordinator and Curriculum Director
DIBELS Assessment	All K-6 students will be assessed with all appropriate grade level Dibels modules 3 times per year. Teachers will also progress monitor students with Dibels when students receive additional instructional support.	Academic Support Program	Tier 1	Getting Ready	08/24/2016	06/09/2017	\$1205	MTSS Coordinator, MiBLSI building coaches, curriculum director and building principals.
Scholastic Reading Inventory	All 6-12 students will be assessed with the Scholastic Reading Inventory 3 times per year and progress monitored more frequently when supplemental instruction is required. Cost is \$5/student.	Academic Support Program	Tier 1	Implement	08/24/2016	06/09/2017	\$7875	6-12 ELA teaching staff, MTSS coordinator, building principals and curriculum director
READ 180	Middle School sixth grade will use READ 180 as the supplemental program for students at-risk in reading. READ 180 Universal is the leading blended learning solution that accelerates learning for struggling readers by merging the latest in brain science, adaptive technology, professional development, and knowledge for school and life.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$21300	Middle School teaching staff, building principal

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Math lab	School will implement an academic support course for at risk students. The course will target students struggling in math. In most cases this will be special education students. Special education teachers will reinforce math concepts and help students struggling with basic math skills to improve success in math classes and narrow gaps on math standardized test.	Academic Support Program	Tier 2		08/24/2016	06/09/2017	\$1	Math lab staff, building principal, and curriculum director.
Math Lesson Study	Lesson Studies to assist in developing instructional techniques utilized by teachers to help support/increase student learning. Provides an opportunity for teachers to problem solve together to determine how to Plan/launch a lesson, what problems students will encounter with the lesson, and then reflect about the lesson and instructional decisions that will occur during the lesson, in addition what instructional decision will occur for the next lesson.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/24/2016	06/09/2017	\$1	Secondary math teaching staff, building principal, curriculum director, and ISD math coach
FAME team	Formative Assessment team is working with the measured progress professional development series to learn about, and implement formative assessments into the curriculum.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$1250	FAME team members, building principal and curriculum director
NCTE Roundtable Discussion	The title of the Roundtable Discussion presentation is: Slice of Life: Blogging our way to Better Writing Habits and the lead teacher will be discussing the various ways she has used the Slice of Life Story Challenge to engage students to live like writers for the month of March. Additionally, there is an optional (preferred) digital component to this challenge where students will be set up with their own blog to use throughout the challenge. Students typically arrange an afternoon to meet after school to learn how to operate the blog, and those who would rather write in a journal are also free to do so.	Professional Learning	Tier 1		11/07/2016	11/11/2016	\$355	NCTE Lead teacher attending conference, building principal, and curriculum director.
REWARDS	The REWARDS family of short-term reading and writing intervention materials is specifically designed for adolescent struggling learners in grades 4-12. Developed by award-winning author Dr. Anita Archer, these short-term interventions, consisting of 20-25 lessons, produce long-term literacy achievement	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Getting Ready	08/18/2017	06/08/2018	\$80	Interventionist and reading teachers, curriculum director and principal.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Instructional Coach	At its core, instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning. The concept is that the coach assists teachers to develop instructional strategies that will help students use and continue to build their literacy skills through content learning rather than implying that content teachers need to become literacy teachers or reading teachers per se. Content teachers' focus is first on content; each discipline has particular vocabulary, uses of language, written genre and so on that students need to learn. Instructional coaches help teachers improve the quality of their instruction, combining both content and literacy	Walkthrough, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	11/09/2016	06/01/2021	\$44251	Instructional coach, superintendent, curriculum director and principal.
---------------------	---	--	--------	-----------	------------	------------	---------	---

<p>Keys to Literacy</p>	<p>Keys to Close Reading Literacy standards emphasize the use of challenging text at all grade levels and for students to apply close reading skills. Close reading means figuring out what a text says by thinking critically about the words and ideas in the text. It is sometimes described as deep reading, reading like a detective, or dissecting the text. Most students need explicit instruction for how to read text closely, and educators can provide this instruction by planning and conducting close reading lessons. During this professional development, teachers learn how to develop student close reading skills and how to plan and conduct a close reading lesson. This professional development addresses these topics and skills: Definition of close reading and related literacy standards Characteristics of a close reading lesson Planning a close reading text: select sample text, analyze text complexity, generate questions, plan the think aloud Generating text-dependent questions Stages of a close-reading lesson Developing related writing tasks Supports and scaffolds for struggling readers Participants view videos of classroom close reading lessons and have an opportunity to prepare a text selection for a close reading lesson. Who Should Participate: Grades 2-5 elementary teachers, educators who provide support to struggling readers, literacy specialists and coaches, grades 6-12 English teachers, and any grades 6-12 content teachers</p>	<p>Curriculum Development, Academic Support Program, Professional Learning</p>	<p>Tier 1</p>		<p>08/23/2016</p>	<p>06/11/2021</p>	<p>\$500</p>	<p>Classroom Teachers, reading teacher, curriculum director and principal.</p>
-------------------------	---	--	---------------	--	-------------------	-------------------	--------------	--

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

<p>Google Certification training</p>	<p>It's time to stretch your use of classroom technology by becoming a Google Certified Teacher.</p> <p>Google has become a leading educational resource for educators. Becoming a Google Certified Teacher enhances your ability to use G Suite for Education, Chromebooks, and Google Classroom to engaging students, streamline classroom communication and collaborate with others.</p> <p>Becoming a Google Certified Teacher provides an opportunity to increase your professional knowledge by learning new ways to incorporate technology into the classroom. Google offers a variety of certifications for classroom teachers, administrators, and IT professionals. These certifications feature rigorous verification of your ability to use Google tools and services effectively.</p>	<p>Curriculum Development, Academic Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/21/2017</p>	<p>06/08/2018</p>	<p>\$500</p>	<p>Technology teachers, curriculum director and principal</p>
<p>Connected Math Project training</p>	<p>The Connected Mathematics Project (CMP) was funded by the National Science Foundation to develop a complete middle school mathematics curriculum, Connected Mathematics, for students and teachers. CMP is a problem-centered curriculum promoting an inquiry-based teaching-learning classroom environment. Continued training of current staff and new staff members.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2017</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>CMP teachers, MSU staff trainers, curriculum director and principal</p>
<p>Rewards Cohort 2</p>	<p>The REWARDS family of short-term reading and writing intervention materials is specifically designed for adolescent struggling learners in grades 4-12. Developed by award-winning author Dr. Anita Archer, these short-term interventions, consisting of 20-25 lessons, produce long-term literacy achievement</p>	<p>Academic Support Program, Teacher Collaboration, Professional Learning</p>	<p>Tier 2</p>		<p>06/07/2019</p>	<p>06/07/2019</p>	<p>\$640</p>	<p>Interventionists Middle school ELA teachers Building principal Curriculum/ Instruction MTSS coordinator</p>
<p>DIBELS training Cohort 2</p>	<p>District MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. This training is free to the Portland District as we are aligned as a partner with MiBLSi grant. Cost of mileage to be paid.</p>	<p>Curriculum Development, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>		<p>08/27/2018</p>	<p>06/07/2019</p>	<p>\$150</p>	<p>MTSS coach MTSS coordinator Principals Training staff</p>

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

DIBELS Mentor training Cohort 2	Two staff will attend the DIBELS Mentor Training in order to train all K-6 staff on how to administer and interpret DIBELS and associated data. Cost includes mileage for 5 days.	Curriculum Development, Teacher Collaboration, Professional Learning			08/27/2018	06/07/2019	\$340	Reading Middle School coach Reading Coach at Westwood MTSS coordinator
---------------------------------	---	--	--	--	------------	------------	-------	---

Portland High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scholastic Reading Inventory	All 6-12 students will be assess with the Scholastic Reading Inventory 3 times per year and progress monitored more frequently when supplemental instruction is required. Cost is \$5/student.	Academic Support Program	Tier 1	Implement	08/24/2016	06/09/2017	\$7875	6-12 ELA teaching staff, MTSS coordinator, building principals and curriculum director
Math lab	School will implement an academic support course for at risk students. The course will target students struggling in math. In most cases this will be special education students. Special education teachers will reinforce math concepts and help students struggling with basic math skills to improve success in math classes and narrow gaps on math standardized test.	Academic Support Program	Tier 2		08/24/2016	06/09/2017	\$1	Math lab staff, building principal, and curriculum director.
Math Lesson Study	Lesson Studies to assist in developing instructional techniques utilized by teachers to help support/increase student learning. Provides an opportunity for teachers to problem solve together to determine how to Plan/launch a lesson, what problems students will encounter with the lesson, and then reflect about the lesson and instructional decisions that will occur during the lesson, in addition what instructional decision will occur for the next lesson.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/24/2016	06/09/2017	\$1	Secondary math teaching staff, building principal, curriculum director, and ISD math coach
Develop Common Vernacular	Math staff will meet to develop common vernacular across the building to reinforce the use of common vocabulary to teach their standards for greater depth of knowledge by students thus aiding in comprehension skills.	Academic Support Program, Professional Learning		Implement	08/22/2016	06/09/2017	\$1275	High school math department , building principal, and curriculum director.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Math Assessment Project	Teachers will create and use performance-based tasks to assess student learning.	Curriculum Development, Academic Support Program	Tier 1		08/22/2016	06/09/2017	\$1275	High school math department , building principal, and curriculum director.
Develop Common Vernacular	Staff will meet to develop common vernacular across the building to reinforce the use of common vocabulary to teach their standards for greater depth of knowledge by students thus aiding in comprehension skills.	Academic Support Program	Tier 1	Implement	08/24/2016	06/09/2017	\$1250	High School ELA department , building principals, and curriculum director.
Pedagogy & Assessment for Learning	Teachers will learn strategies to increase their knowledge of teaching strategies and assessment from MASSP consultants.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$1800	High school teaching staff, MASSP consultant, building principal, and curriculum director.
Student Growth and Assessment	Teachers will learn how to identify, collect, analyze, and use data to drive instruction, establish baseline growth indicators, and develop a system for measuring, collecting, and using data to drive instruction.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$3000	High school teaching staff, building principal, and curriculum director.
Digital Portfolios	Students will create digital portfolios (Weebly) to showcase their work in written format. This sort of engagement will hopefully increase the students' desire to create better written works.	Academic Support Program	Tier 1	Implement	08/24/2016	06/09/2017	\$580	High school teaching staff, building principal, and curriculum director.
MI Science Teachers Association Conference	Teachers will learn strategies to increase their knowledge of science instructional strategies to best use for implementing the NGSS.	Curriculum Development	Tier 1	Implement	08/22/2016	06/09/2017	\$850	High school science department , building principal, and curriculum director.

Oakwood Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
DIBELS Mentor Training	4 staff will attend the Dibels Mentor Training in order to train all K-6 staff on how to administer and interpret Dibels and associated data. Cost includes mileage for 5 days.	Professional Learning	Tier 1	Implement	08/23/2016	06/11/2021	\$310	Interventionists, MTSS Coordinator and Curriculum Director
DIBELS Assessment	All K-6 students will be assessed with all appropriate grade level Dibels modules 3 times per year. Teachers will also progress monitor students with Dibels when students receive additional instructional support.	Academic Support Program	Tier 1	Getting Ready	08/24/2016	06/09/2017	\$1205	MTSS Coordinator, MiBLSI building coaches, curriculum director and building principals.
Invervention Support	All students identified needing reading intervention support will receive 15-30 minutes 3-5 days/week in grades K-5 provided by a paraprofessional and 30 minutes/day 5 days/week of reading intervention support provided by a Reading Specialist for first grade.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$115417	District Intervention staff, Title One Director, Curriculum Director, building Principals
Math Supplemental Support	Math interventionists will be provided for at-risk students in grades K-5. They will provide 30-50 minutes of intervention 3-5 times per week.	Academic Support Program	Tier 2	Implement	08/24/2016	06/09/2017	\$32008	Title One paraprofessional, Title One Director and building principal.
FAME team	Formative Assessment team is working with the measured progress professional development series to learn about, and implement formative assessments into the curriculum.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/09/2017	\$1250	FAME team members, building principal and curriculum director

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Conscious Discipline	DK-K teachers will attend Conscious Discipline training which shows significant positive changes across multiple measures in multiple studies, including improving the social-emotional skills of both students and teachers, increasing academic performance.	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/08/2016	08/09/2016	\$1600	DK-K teaching staff, building principal and MTSS coordinator.
Heggerty Phonemic Awareness training	Two of the best predictors of success in early reading are alphabet recognition and phonemic awareness. Developing phonemic awareness in young children is central in learning to read and spell. Participants will be provided with an overview of why developing phonemic awareness is critical to focus efforts in the early years. This professional learning session will focus on generalizable instructional procedures, modeling by the presenter, practice teaching of the ten focus skills and analysis of video examples.	Professional Learning	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$420	Elementary classroom teachers, K-3 Instructional Coach, Dir. Curriculum, building Principal.
Foundational Skill Kits implementation	SRA Open Court Reading Foundational Skills Kits Help Students Learn These Sound/Symbol Correspondences by: <ul style="list-style-type: none"> • Teaching letter knowledge and phonemic awareness in grade K. • Introducing sound/spellings in grade 1. • Providing explicit instruction in blending all the sounds into words. • Offering a systematic review of all sound/spellings in grade 2. • Building fluency, a key to comprehension, through the use of decodable books. • Connecting spelling to phonics through dictation. • Transitioning at the end of grade 2 from phonics instruction to word analysis through the end of grade 3. • Developing oral language and vocabulary daily through a variety of activities. • Expanding students' knowledge of creating new words through the study of base words, roots, and affixes in grade 3. 	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/22/2017	06/08/2018	\$0	Classroom teachers, curriculum director, ELA team and principal.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Battle Creek Science Kit Implementation	The Battle Creek Area Mathematics and Science Center has developed a Kindergarten through Seventh grade inquiry-based science curriculum that is aligned with the Michigan Grade Level Content Expectations. The purpose of the program is to provide good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1500	All teaching staff, curriculum director and principal.
Math Recovery	The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to: <ul style="list-style-type: none"> • Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention. • Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction. • Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas. • Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers. 	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	03/14/2017	06/08/2018	\$0	Math Recovery grant participates and K-8 Instructional coach, curriculum director and principal.
PALS Implementation	Created by leading educational researchers, Paths to Achieving Literacy Success (PALS) is a teacher-directed program that has been proven to increase early literacy skills through small-group instruction and meaningful practice.	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Getting Ready	08/21/2017	06/08/2018	\$180	Classroom teachers, Interventionists, curriculum director and principal.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

Strengthening Reading in K-2 classrooms	Classrooms teachers and School Leadership Teams will build knowledge and skills in the what, why and how phonemic awareness and phonics that all students in our school district meet minimum benchmarks related to these critical early literacy skills.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$520	All teaching staff, curriculum director and principal.
Instructional Coach	At its core, instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning. The concept is that the coach assists teachers to develop instructional strategies that will help students use and continue to build their literacy skills through content learning rather than implying that content teachers need to become literacy teachers or reading teachers per se. Content teachers' focus is first on content; each discipline has particular vocabulary, uses of language, written genre and so on that students need to learn. Instructional coaches help teachers improve the quality of their instruction, combining both content and literacy	Walkthrough, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	11/09/2016	06/01/2021	\$44251	Instructional coach, superintendent, curriculum director and principal.
Investigations Training	All K-5 mathematics teachers will be trained in their math resource Investigations during the school year. Topics include: Instructional Alignment, Differentiation, Progress Monitoring.	Curriculum Development, Professional Learning	Tier 1		08/14/2017	06/11/2021	\$0	All classroom teachers, Math IISD consultant, curriculum director and principal.
DIBELS Math	All K-2 students will be screened using the DIBELS screener 3 times per year and progress monitored at least monthly. Teacher will analyze and use data to inform instructional supports for students.	Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$1500	All classroom teachers and assessment SQUAD, curriculum director and principal.

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

<p>Google Certification training</p>	<p>It's time to stretch your use of classroom technology by becoming a Google Certified Teacher.</p> <p>Google has become a leading educational resource for educators. Becoming a Google Certified Teacher enhances your ability to use G Suite for Education, Chromebooks, and Google Classroom to engaging students, streamline classroom communication and collaborate with others.</p> <p>Becoming a Google Certified Teacher provides an opportunity to increase your professional knowledge by learning new ways to incorporate technology into the classroom. Google offers a variety of certifications for classroom teachers, administrators, and IT professionals. These certifications feature rigorous verification of your ability to use Google tools and services effectively.</p>	<p>Curriculum Development, Academic Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/21/2017</p>	<p>06/08/2018</p>	<p>\$500</p>	<p>Technology teachers, curriculum director and principal</p>
<p>Elementary Math Curriculum Review</p>	<p>The elementary PLC team will review 4 math resources for adaption in fall of 2019.</p>	<p>Materials, Direct Instruction, Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/20/2018</p>	<p>06/07/2019</p>	<p>\$120000</p>	<p>PLC math team members Building principals Curriculum/ Instruction Superintendent</p>

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

<p>Math Recovery Cohort 2</p>	<p>The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to: • Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention. • Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction. • Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas. • Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers. Four additional teachers to be trained.</p>	<p>Direct Instruction, Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/09/2018</p>	<p>06/07/2019</p>	<p>\$4000</p>	<p>Math teachers (4) Building principal ISD personnel Curriculum/ Instruction</p>
<p>Wonders Implementation Oakwood</p>	<p>Wonders is a comprehensive K-6 program built on your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Connect Your Students to Core Standards Discover the power of fully connected programs built for English Language Arts, English Language Development, intervention, and immersion. Make every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. Connect Your Students to Inspiring Literature Wonders is filled with exemplars, award-winners and other high-interest literary and informational texts that range across many genres, eras, and cultures. As students engage with the Essential Questions, they’re gaining access to complex texts, collaborating with their peers, and becoming accomplished at writing to sources. Connect Your Classroom to the World Wonders provides you with unsurpassed resources that support your instruction – 100% print, 100% digital, or anywhere in between. From weekly school-to-home letters in nine languages, to multimedia resources that speak to students in their own vernacular, Wonders makes the connections that prepare students to succeed.</p>	<p>Materials, Curriculum Development, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>		<p>08/20/2018</p>	<p>06/07/2019</p>	<p>\$7500</p>	<p>All teaching staff Building principal Curriculum/ Instruction</p>

2018 -22 District Improvement Plan updated 6.25.18

Portland Public Schools

DIBELS training Cohort 2	District MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. This training is free to the Portland District as we are aligned as a partner with MiBLSi grant. Cost of mileage to be paid.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		08/27/2018	06/07/2019	\$150	MTSS coach MTSS coordinator Principals Training staff
--------------------------	--	--	--------	--	------------	------------	-------	---