



District Improvement Plan

Portland Public Schools

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

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The stakeholders are actively involved in planning, designing, monitoring and evaluating the school improvement plan. The process begins with the District School Improvement Team (DSIT) which is a wide representation of groups such as parents, community members, teachers, support staff, high school student and administration. The Curriculum Director facilitates two meeting per year, one in the fall and another in April. All stakeholders are valued and have an opportunity to take part in decisions regarding the DSIT. The stakeholders review the DSIT professional development activities, parent events, SIT plans, student assessment data from MEAP/MME, STAR and common assessments from Skyward, our data warehouse. Curriculum alignment is reviewed by cross checking assessments to determine necessary changes. Stakeholders review the District Technology Plan ensuring alignment to the DSIT plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The process begins with the District School Improvement Team (DSIT) which is a wide representation of groups such as parents, community members, teachers, support staff, high school students and administration. All stakeholders are valued and have an opportunity to take part in decisions regarding the DSIT. The stakeholders review the DSIT professional development activities, parent events, SIT plans, student assessment data from MEAP/MME, STAR and common assessments from Skyward, our data warehouse. Curriculum alignment is reviewed by cross-checking assessments to determine necessary changes. Stakeholders review the District Technology Plan ensuring alignment to the DSIT plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Each stakeholder is given the opportunity to view the final plan and provide feedback before board approval.

2020-21 C19

Overview

Plan Name

2020-21 C19

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: 55	Academic	\$353367
2	All students at Portland Public Schools will become proficient in math.	Objectives: 2 Strategies: 2 Activities: 20	Academic	\$250185
3	All students at Portland Public Schools will demonstrate positive behaviors.	Objectives: 2 Strategies: 2 Activities: 30	Academic	\$38690
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: 16	Academic	\$29731

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, Acadience grades K-6 and STAR grades 9-12 and MAPS Growth grades 6-8..

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

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

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	Professional Learning, Academic Support Program, Technology	Tier 1	Implement	08/22/2016	06/12/2020	\$4590	Title II Part A	Teaching staff, building principals, technology director, and curriculum director.

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

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<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>Schools: Portland Middle School</p>	Professional Learning	Tier 1		11/07/2016	11/11/2016	\$355	Title II Part A	NCTE Lead teacher attending conference, building principal, and curriculum director.
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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: Westwood Elementary School, Oakwood Elementary School, Portland Middle School</p>	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$500	General Fund	Technology teachers, curriculum director and principal

Activity - Kindergarten Readiness Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will receive a 2-day training for new teachers and a refresher course for those who have already been trained in the implementation of the KRA assessment components.</p> <p>Schools: Oakwood Elementary School</p>	Professional Learning	Tier 1	Implement	08/01/2019	10/31/2019	\$1209	Other	Dk and Kindergarten staff Building Principal Curriculum Director

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

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<p>This position is responsible for supporting the professional growth and development of all educators to facilitate learning and independent application of effective instructional technology practices. The position will provide support through planning, modeling, co-teaching, training, and data analysis across all content areas. Included in this position is the planning, development, and delivery professional development based on assessed building and/or educator needs. This position works with educators district-wide with the effective implementation of instructional technology.</p> <p>Schools: All Schools</p>	Academic Support Program, Technology	Tier 1	Implement	07/01/2019	06/01/2022	\$67000	General Fund	Superintendent Director of Technology Curriculum Director
<p>Activity - Googlefest</p> <p>Participants will learn more professional and instructional applications within google</p> <p>Schools: Portland High School</p>	Professional Learning, Technology	Tier 1		08/19/2019	06/01/2020	\$120	General Fund	Technology teacher Building principal Technology Instructional Coach
<p>Activity - MiGoogle Conference</p> <p>Participants will learn more professional and instructional applications within google.</p> <p>Schools: All Schools</p>	Professional Learning, Teacher Collaboration	Tier 1		08/19/2019	06/01/2020	\$1200	General Fund	Teachers Building Principal Technology Instructional Coach
<p>Activity - Technology Instructional Practices</p> <p>Special Education teachers will learn: 1) effects of specific technologies, 2) effective design characteristics and 3) effective use of such applications. Throughout the school year, the Technology Instructional Coach will work side by side with teachers to enhance their instruction with the use of technology. Teachers will explore technology such as Electronic storybooks, computer-based phonics and vocabulary training programs, software applications that enable children to 'read and write', software applications that are designed for tutorial activities, and educational television programs with a narrative format identifying those that can support for their students.</p> <p>Schools: All Schools</p>	Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/01/2020	\$0	No Funding Required	Special Education Teachers Special Education Director Technology Instructional Coach Technology Teachers

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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.
Activity - DIBELS Mentor Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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: Westwood Elementary School, Oakwood Elementary School, Portland Middle School	Professional Learning	Tier 1	Implement	08/23/2016	06/11/2021	\$310	Title II Part A	Interventionists, MTSS Coordinator and Curriculum Director
Activity - DIBELS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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: Westwood Elementary School, Oakwood Elementary School, Portland Middle 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.
Activity - Scholastic Reading Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 High School, Portland Middle 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
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.
Activity - Develop Common Vernacular	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.

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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	Professional Learning, Academic Support Program	Tier 1	Implement	08/22/2016	06/09/2017	\$3000	Title II Part A	High school teaching staff, building principal, and curriculum director.
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

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Activity - Heggerty Phonemic Awareness training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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. 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.</p> <p>Schools: Oakwood Elementary School</p>	Professional Learning	Tier 1	Implement	08/23/2017	06/12/2020	\$420	Title II Part A	Elementary classroom teachers, K-3 Instructional Coach, Dir. Curriculum, building Principal.
Activity - Foundational Skill Kits implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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. <p>Schools: Oakwood Elementary School</p>	Professional Learning, Academic Support Program	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

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<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>Schools: Westwood Elementary School</p>	Professional Learning, Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$5000	Title II Part A	All teaching staff, curriculum director and principal.
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Activity - Strengthening Reading in K-2 classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: Oakwood Elementary School</p>	Professional Learning, Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$520	Title II Part A	All teaching staff, curriculum director and principal.

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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> <p>Schools: Westwood Elementary School, Oakwood Elementary School</p>	<p>Professional Learning, Curriculum Development, Walkthrough, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>11/09/2016</p>	<p>06/01/2021</p>	<p>\$44251</p>	<p>Title II Part A</p>	<p>Instructional coach, superintendent, curriculum director and principal.</p>
<p>Activity - Keys to Literacy</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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<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>	<p>Academic Support Program, Professional Learning, Curriculum Development</p>	<p>Tier 1</p>		<p>08/23/2016</p>	<p>06/11/2021</p>	<p>\$500</p>	<p>Title II Part A</p>	<p>Classroom Teachers, reading teacher, curriculum director and principal.</p>
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Activity - Reading Team Implementation	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 2017 with the MiBLSi leadership team. Some of the training will be for Reading Coaches only.</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/23/2017</p>	<p>06/08/2018</p>	<p>\$2500</p>	<p>General Fund</p>	<p>MiBLSi Building Implementation Teams, MTSS coordinator, curriculum director, superintendent, principal.</p>

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Activity - Wonders Implementation Oakwood	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. 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>Schools: Oakwood Elementary School</p>	Professional Learning, Curriculum Development, Teacher Collaboration, Materials	Tier 1		08/20/2018	06/07/2019	\$7500	General Fund	All teaching staff Building principal Curriculum/ Instruction
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: Westwood Elementary School, Oakwood Elementary School, Portland Middle School</p>	Professional Learning, Curriculum Development, Teacher Collaboration	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

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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. Schools: Westwood Elementary School, Portland Middle School	Professional Learning, Curriculum Development, Teacher Collaboration			08/27/2018	06/07/2019	\$340	Title II Part A	Reading Middle School coach Reading Coach at Westwood MTSS coordinator
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Activity - Reading Implementation Cohort 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Schools: All Schools	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$1500	General Fund	Building MTSS teams MTSS Coordinator

Activity - Teachers Learning Together	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Feldman will discuss the strategies that teachers can use to ensure that all students are fully engaged in academic work, so that "everyone does everything." Participants will leave these first two days with a toolkit of highly effective engagement strategies. He will emphasize the value of a school culture where all teachers work together to improve their teaching and student learning. This session will continue the previous day's work on engagement and academic literacy strategies. Dr. Feldman will also show us the value of giving and receiving feedback, the process of learning walks, and the TLT observation form which focuses on engagement, academic rigor and scaffolding for ALL subject areas. Schools: All Schools	Professional Learning, Curriculum Development	Tier 1	Implement	01/08/2018	06/12/2020	\$11000	General Fund	Administration, all teaching staff and curriculum director

Activity - MTSS Grade level meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade level teams will meet every 6 weeks for Data analysis, RTI groupings, action planning looking at Acadience assessments, SWIS and SRSS.	Professional Learning, Curriculum Development, Other - Data Review, Teacher Collaboration	Tier 1	Implement	08/20/2018	06/12/2020	\$17700	General Fund	Grade level building teams Building Principal MTSS District Coordinator
Schools: Westwood Elementary School, Oakwood Elementary School, Portland Middle School								

Activity - Enhanced Core Reading Instruction Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Professional development books provide PD for interventionists, teachers, and school leaders, regardless of the core reading program being used. Enhanced Core Reading Instruction utilizes predictable, explicit and effective instructional routines. Specific core reading program enhancements are available for grades K, 1 and 2 with the following core reading programs*: Houghton Mifflin Harcourt – Journeys Common 2017 Houghton Mifflin Harcourt – Journeys Common Core 2014 Houghton Mifflin Harcourt – Journeys 2011 Scott Foresman – Reading Street Common Core 2013 Scott Foresman – Reading Street 2011 Pearson – ReadyGEN 2014 McGraw-Hill – Wonders 2014 and Wonders 2017 The Tier 2 Foundational Skills Intervention materials provide interventionists with 150 ready-to-use daily foundational skills lessons that are directly aligned with the core reading program and are intended to be pre-taught to Tier 2 students to promote success in the core curriculum. The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons available in the Tier 2 Foundational Skills Intervention. Teachers may use these lessons with their whole class OR with small groups to enhance their core reading instruction for all students. By presenting the same lessons pre-taught to Tier 2 students, teachers increase the likelihood of success for their students. Aligned with Common Core State Standards Rigorous research studies demonstrate the intervention’s positive impact on reading achievement for at-risk readers. Developed with support from the US Department of Education Institute of Education Sciences. Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, the fidelity of implementation, targeted outcome measures and broad outcome measures.</p> <p>Schools: Oakwood Elementary School</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>08/06/2018</p>	<p>06/12/2020</p>	<p>\$2700</p>	<p>Other</p>	<p>Teaching Staff Building Principal Curriculum Director</p>
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Activity - ECRI Coaches Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Professional development books provide PD for interventionists, teachers, and school leaders, regardless of the core reading program being used. Enhanced Core Reading Instruction utilizes predictable, explicit and effective instructional routines. Specific core reading program enhancements are available for grades K, 1 and 2 with the following core reading programs*: Houghton Mifflin Harcourt – Journeys Common 2017 Houghton Mifflin Harcourt – Journeys Common Core 2014 Houghton Mifflin Harcourt – Journeys 2011 Scott Foresman – Reading Street Common Core 2013 Scott Foresman – Reading Street 2011 Pearson – ReadyGEN 2014 McGraw-Hill – Wonders 2014 and Wonders 2017 The Tier 2 Foundational Skills Intervention materials provide interventionists with 150 ready-to-use daily foundational skills lessons that are directly aligned with the core reading program and are intended to be pre-taught to Tier 2 students to promote success in the core curriculum. The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons available in the Tier 2 Foundational Skills Intervention. Teachers may use these lessons with their whole class OR with small groups to enhance their core reading instruction for all students. By presenting the same lessons pre-taught to Tier 2 students, teachers increase the likelihood of success for their students. Aligned with Common Core State Standards Rigorous research studies demonstrate the intervention’s positive impact on reading achievement for at-risk readers. Developed with support from the US Department of Education Institute of Education Sciences. Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, the fidelity of implementation, targeted outcome measures and broad outcome measures.</p> <p>Schools: Oakwood Elementary School</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>05/03/2019</p>	<p>06/12/2020</p>	<p>\$2500</p>	<p>Other</p>	<p>ECRI coaches Building Principal Curriculum Director</p>
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Activity - Reading Foundational Skills - Strengthening K Phonics instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Participants will be able to articulate the link between the Big Ideas of Reading and the Common Core State Standards as well as describe the “what”, “why” and “how” of phonemic awareness and basic phonics instruction. Participants will also be able to explain how universal screening data aligns with the Common Core State Standards Reading Foundational Skills and how its use is paramount in building a strong Multi-Tier System of Support (MTSS) Framework. Finally, participants will also become familiar with evidence-based best practice instructional routines for teaching the Kindergarten reading foundational skills of the CCSS and practice embedding these routines into a lesson planning template for core reading instruction.	Professional Learning	Tier 1	Implement	09/09/2019	09/20/2019	\$290	General Fund	Dk and K teachers Building Principal Curriculum Director
Schools: Oakwood Elementary School								

Activity - Literacy Coaches Networks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The theme of the Literacy Coaching Network this year will be “In what ways will we empower ALL learners?” We will be using LCN this year to support professional learning to increase our capacity to empower all learners. Schools: Westwood Elementary School, Oakwood Elementary School	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/12/2020	\$200	General Fund	Title One Teachers Building Principals Curriculum Director Instructional Coach

Activity - Acadience Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New DK- 6 teachers will be trained in how to give the Acadience Next Assessment and how to interpret the data Schools: Westwood Elementary School, Oakwood Elementary School, Portland Middle School	Professional Learning	Tier 1	Implement	08/01/2019	01/10/2020	\$140	General Fund	New staff Building Principals MTSS Assessment Coordinator

Activity - Acadience Assessment Training 7-9	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Acadience Reading 7-9 (Content Area Reading Indicators) is a formative assessment for 7th to 9th grade students. It is directly aligned with the Common Core Standards in Language Arts, Science, and Social Studies and includes a Maze comprehension, a Silent Reading comprehension, and an Oral Reading comprehension measure. Each measure is arranged in triads, which include one science passage, one social studies passage, and one prose passage.</p> <p>Maze is a group-administered measure that assesses general reading comprehension. During a Maze task, the student is presented with a reading passage in which some words are replaced by a multiple choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning of the sentence. A Maze triad of passages takes approximately 10 minutes to complete and approximately 5-7 minutes per student for teachers to score.</p> <p>The Silent Reading (SR) comprehension portion of Acadience Reading 7-9 is a group-administered measure that assesses vocabulary, sentence comprehension (passage details), and inference. Students are given up to 45 minutes to read three passages and answer 15 questions about each passage. Silent Reading is quickly scored with an answer key.</p> <p>The Oral Reading (OR) portion is an individually administered measure that assesses oral reading fluency, accuracy, and comprehension. During an OR task, the student is given 90 seconds to read each passage out loud. At the end of 90 seconds, a brief comprehension component is administered. An OR triad of passages takes approximately 10 minutes to complete.</p> <p>The guidelines for administering Acadience Reading 7-9 include gating procedures so that the group-administered, less time-intensive components are given to more students while the individually administered, more time-intensive components are administered to fewer students, on an as-needed basis.</p> <p>Schools: Portland High School, Portland Middle School</p>	<p>Professional Learning, Academic Support Program, Other - Data Review</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2019</p>	<p>06/10/2022</p>	<p>\$120</p>	<p>General Fund</p>	<p>Middle School ELA teacher leaders and freshman teacher leaders Building Principals MTSS Assessment Coordinator</p>
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Activity - REWARDS training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>REWARDS Secondary introduces students to a unique multisyllabic word reading strategy. This strategy, developed by Dr. Anita Archer, has been proven effective in helping students to:</p> <ul style="list-style-type: none"> • Break words into manageable, decodable chunks • Read long words in content area textbooks • Increase oral and silent reading fluency • Improve comprehension as decoding and fluency increase <p>Schools: Portland High School, Westwood Elementary School, Portland Middle School</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/10/2022</p>	<p>\$120</p>	<p>General Fund</p>	<p>Tier 2 teaching staff Building Principals MTSS District Coordinator</p>
Activity - World of Wonders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>New DK teachers will be trained in the core curriculum in order to implement the Reading Wonders / World of Wonders program with fidelity.</p> <p>Schools: Oakwood Elementary School</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>08/12/2019</p>	<p>06/10/2022</p>	<p>\$760</p>	<p>General Fund</p>	<p>DK Teachers Building Principals Curriculum Director</p>
Activity - Explicit Academic Vocabulary Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A critical component of literacy instruction is the explicit instruction of key vocabulary and background knowledge, especially as they pertain to informational text in the content areas. In this session, attendees will learn the why and how of word selection. Through modeling and practice, participants will also learn to integrate active participation strategies with an explicit instruction routine. Finally, attendees will plan for the teaching of selected vocabulary for one of their classes.</p> <p>Schools: Portland High School, Portland Middle School</p>	<p>Professional Learning, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/02/2019</p>	<p>06/12/2020</p>	<p>\$120</p>	<p>General Fund</p>	<p>Middle and high school teachers Building principals Curriculum Director</p>
Activity - ELA Elementary Curriculum Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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One teacher from each grade level will collaborate side by side with the curriculum director to review the specific strengths and weaknesses of a curriculum and its implementation; critical information for strategic changes and policy decisions; inputs needed for improved learning and teaching; assessments and develop Indicators for monitoring. Schools: Westwood Elementary School, Oakwood Elementary School	Policy and Process, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/05/2019	08/16/2019	\$2700	General Fund	Curriculum Director ELA PLC team members
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Measurable Objective 2:

A 10% increase of Economically Disadvantaged, Homeless, 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 - Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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: Westwood Elementary School, Oakwood 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
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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	Academic Support Program, Professional Learning, Direct Instruction	Tier 2	Getting Ready	08/21/2017	06/08/2018	\$180	Title II Part A	Classroom teachers, Interventionists, curriculum director and principal.

Activity - REWARDS Secondary training	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: Westwood Elementary School, Portland Middle School	Professional Learning, Academic Support Program, Direct Instruction	Tier 2	Getting Ready	08/18/2017	06/10/2022	\$80	Title II Part A	Interventionist and reading teachers, curriculum director and principal.

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

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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: Westwood Elementary School, Portland Middle School	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 2		06/07/2019	06/07/2019	\$640	General Fund	Interventionists Middle school ELA teachers Building principal Curriculum/Instruction MTSS coordinator
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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, Professional Learning, Teacher Collaboration	Tier 2	Getting Ready	08/22/2018	06/07/2019	\$5000	Section 31a	MTSS coordinator Interventionist Principal

Activity - ECRI Tier 3 / Reading Works Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Tier 2 and 3 Foundational Skills Intervention materials provide interventionists with 150 ready-to-use daily foundational skills lessons that are directly aligned with the core reading program and are intended to be pre-taught to Tier 2 and 3 students to promote success in the core curriculum. The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons available in Tier 2 and 3 Foundational Skills Intervention. Teachers may use these lessons with their whole class OR with small groups to enhance their core reading instruction for all students. By presenting the same lessons pre-taught to Tier 2 and 3 students, teachers increase the likelihood of success for their students. Schools: Oakwood Elementary School	Professional Learning, Direct Instruction	Tier 3	Implement	08/19/2019	06/12/2020	\$270	Other	Tier 2/3 teacher Special Education Director Building Principal Curriculum Director

Activity - REWARDS Plus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>REWARDS Plus is designed for struggling readers in middle and high school. The research-based strategies from REWARDS Intermediate and REWARDS Secondary are expanded to cement skills and increase transfer to reading informational text. REWARDS Plus:</p> <p>Ensures transference of REWARDS word-attack strategies to social studies and science texts Provides extra practice and builds students' stamina and automaticity in content-area classes Helps students learn to interpret and read advanced infographics, maps, and timelines Deepens reading comprehension through close reading of informational text Builds content-specific vocabulary Builds expository writing skills through short answer, summary, and extended response writing</p> <p>Schools: Portland High School, Portland Middle School</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 2</p>		<p>08/20/2018</p>	<p>06/01/2020</p>	<p>\$160</p>	<p>General Fund</p>	<p>Interventionists</p>
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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](http://miblsi.cenmi.org/MiBLSiModel/Professional%20Development/DistrictTrainingScopeSequence/ManagingTier2Tier3LiteracyInterventions.aspx)

Tier: Tier 2

Activity - MMMEP Consortium Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/24/2016</p>	<p>06/09/2017</p>	<p>\$7345</p>	<p>General Fund</p>	<p>MMMEP Staff and District Migrant/EL Coordinator</p>

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Activity - MMMEP Consortium Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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
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 MAPS Growth grade 6-8, 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 Rtl activities in multiple modalities

Category: Mathematics

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
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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.
Activity - Math Lesson Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 High School, Portland Middle School	Academic Support Program, Professional Learning, Teacher Collaboration	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
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: Oakwood Elementary School, Portland Middle School	Professional Learning, Academic Support Program	Tier 1	Implement	08/22/2016	06/09/2017	\$1250	General Fund	FAME team members, building principal and curriculum director
Activity - Math Coherence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Professional Learning, Academic Support Program	Tier 1	Implement	08/22/2016	06/09/2017	\$1275	General Fund	K-12 coherence members, building principal, curriculum director, and ISD math coach.

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

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<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: Westwood Elementary School, Oakwood Elementary School</p>	<p>Academic Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>03/14/2017</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Math Recovery grant participates and K-8 Instructional coach, curriculum director and principal.</p>
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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: Westwood Elementary School, Oakwood Elementary School</p>	<p>Professional Learning, Curriculum Development</p>	<p>Tier 1</p>		<p>08/14/2017</p>	<p>06/11/2021</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All classroom teachers, Math IISD consultant, curriculum director and principal.</p>

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

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<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>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/22/2017</p>	<p>06/11/2021</p>	<p>\$550</p>	<p>Title II Part A</p>	<p>All classroom teachers, math teachers, curriculum director, Math ISD consultant and principal</p>
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>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/05/2017</p>	<p>06/08/2018</p>	<p>\$1500</p>	<p>General Fund</p>	<p>All classroom teachers and assessment SQUAD, curriculum director and principal.</p>
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>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2017</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>CMP teachers, MSU staff trainers, curriculum director and principal</p>
Activity - Elementary Math Curriculum Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The elementary PLC team will review 4 math resources for adaption in fall of 2019. Schools: Westwood Elementary School, Oakwood Elementary School	Direct Instruction, Curriculum Development, Materials	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$120000	General Fund	PLC math team members Building principals Curriculum/ Instruction Superintendent
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Activity - Math Recovery Cohort 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Schools: Westwood Elementary School, Oakwood Elementary School	Professional Learning, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	07/09/2018	06/07/2019	\$4000	General Fund	Math teachers (4) Building principal ISD personnel Curriculum/ Instruction

Activity - Bridges Math Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The participants will learn how to develop students' deep understandings of mathematical concepts, proficiency with key skills, and the ability to solve complex and novel problems. The teacher will learn how to implement Bridges components of direct instruction, structured investigation, and open exploration. Bridges taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful. Schools: Westwood Elementary School, Oakwood Elementary School	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	06/10/2019	06/12/2020	\$6400	General Fund	All elementary teaching staff Building Principals Curriculum Director

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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 mathematics 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 a particular vocabulary, mathematically practices, and so on that students need to learn. Instructional coaches help teachers improve the quality of their instruction, combining both content and math skills.</p> <p>Schools: Westwood Elementary School, Oakwood Elementary School</p>	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/10/2022	\$80000	General Fund	Curriculum Director

Activity - CMP Users Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>CMP Classroom Strategies- how and where to incorporate other items into the CMP curriculum. It provides teachers with opportunities to collaborate with other school districts that also use CMP in their school.</p> <p>Schools: Portland Middle School</p>	Professional Learning, Direct Instruction	Tier 1		08/19/2019	06/12/2020	\$650	General Fund	Building Principal Curriculum Director CMP Teachers

Measurable Objective 2:

A 20% increase of Economically Disadvantaged, Homeless, 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

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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

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: Westwood Elementary School, Oakwood 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 High School, Portland Middle 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

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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. Schools: All Schools	Professional Learning, Academic Support Program, Behavioral Support Program, Parent Involvement	Tier 2	Implement	08/24/2016	06/09/2017	\$0	No Funding Required	Instructional Consultation Team, Instructional Consultation Facilitator, classroom teacher, and parent
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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

Activity - District Wide Communication Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	No Funding Required	District MiBLSi team
Schools: All Schools								

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.	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/10/2022	\$0	No Funding Required	District staff and administration
Schools: All Schools								

Activity - District MTSS Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Monitor	08/22/2016	06/10/2022	\$0	No Funding Required	MTSS coordinator, curriculum director
Schools: All Schools								

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.	Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/22/2016	06/10/2022	\$0	No Funding Required	MiBLSI District Team
Schools: All Schools								

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

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The I-SWIS Facilitator Training focuses on (a) account and student file set up, (b) data entry and report generation, (c) progress monitoring of individual student data, (d) using I-SWIS data for progress monitoring and accountability, and (e) readiness, compatibility, and licensing for I-SWIS.	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/22/2016	06/10/2022	\$0	No Funding Required	All teaching staff and administration
Schools: All Schools								

Activity - SWIS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each building will purchase SWIS by August 1, 2017, for \$350/license.for each year. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/10/2022	\$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	Policy and Process, Professional Learning, Behavioral Support Program	Tier 1	Evaluate	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
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<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>Schools: All Schools</p>	<p>Academic Support Program, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/21/2017</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All teachers, support staff and administration.</p>
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Activity - EI Alignment, Selection and Review Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/21/2017</p>	<p>06/10/2022</p>	<p>\$1500</p>	<p>General Fund</p>	<p>PLC content teams, principal and Executive Leadership</p>

Activity - Process for eliminating barriers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/21/2017</p>	<p>06/10/2022</p>	<p>\$1500</p>	<p>General Fund</p>	<p>BIT, DIT and Executive Leadership</p>

Activity - Building Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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)</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/23/2016</p>	<p>06/10/2022</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>BIT, DIT, Executive Leadership and all staff</p>

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Activity - School Improvement Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School Improvement Plans (SIPs) are linked to District Improvement Plans (DIP) –100% of the schools have that are linked to district priorities within the DIP (DCA item 18)</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/10/2022	\$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
<p>The performance feedback process is in place to provide consistent feedback to all staff who are implementing 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)</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/10/2022	\$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 is supported during the implementation of SWBIS. Training evaluation data and training performance assessment data are analyzed to determine the 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 satisfaction 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>	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/10/2022	\$0	No Funding Required	All staff, BIT, DIT, Executive Leadership

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Activity - SRSS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various risk factors for each student in their classroom to determine who is at-risk.</p> <p>Responding to these students with additional support may prevent their behavior problems from escalating over time. In addition to screening for individual students, schools use the SRSS to look at school-wide data for program evaluation.</p> <p>The SRSS is not an assessment of static traits or personality and it should not be used to determine eligibility or access to programs such as special education. The SRSS should be used as one of many data sources to inform instruction and indicate student risk.</p> <p>Schools: All Schools</p>	Academic Support Program, Behavioral Support Program	Tier 1	Implement	10/10/2018	06/10/2022	\$0	No Funding Required	All teaching Staff Building Principals MTSS Assessment Coordinator
Activity - SRSS Coordinator Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Participants will develop a deeper understanding of the Student Risk Screening Scale Assessment, as well as how to utilize for identifying students in need of services.</p> <p>Schools: All Schools</p>	Professional Learning, Academic Support Program, Behavioral Support Program			08/12/2019	06/10/2022	\$80	General Fund	Behavior Coaches Principals Counselors
Activity - Current Emerging Drug Trends	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Participates will learn more about vaping, and how to educate students on the effects of vaping and other items that they are exposed to throughout middle school and high school.</p> <p>Schools: Portland Middle School</p>	Behavioral Support Program	Tier 1	Implement	08/02/2019	06/12/2020	\$0	No Funding Required	Teaching Staff Building Principal
Activity - Student Mental Health Summit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Student Leadership Group- Equip students and teachers with strategies on how to support one another in regards to mental health. One goal for our MiBLSi Student Leadership group is to get them more involved in other capacities besides just picking "rewards". This will provide them with tools to get them through the rest of their lives.	Other - Social and Emotional support, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$700	General Fund	Building Principal Dean of Students Students
Schools: Portland Middle School								

Activity - Early Warning Systems Coordinator Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using an Early Warning System (EWS) allows schools to identify students who are showing signs of risk for dropping out of school. Teams can then respond by addressing systemic changes to prevent future challenges, and match these students to interventions to get them back on track for graduation and engaged in school. This in-person training will build on a prerequisite online learning module. After learning about why an Early Warning System is important, and how to start the process of using this data in the online modules, participants will receive additional resources, practice communicating and troubleshooting common barriers, and practice using Early Warning Indicator data for decision-making when they attend in-person. Target Audience: LEA and ISD staff who will be helping School Leadership Teams access and use an Early Warning System as a universal screening tool for secondary schools. Previous participants have found it to be helpful to attend this training with additional staff from their ISD or district to make the most of the opportunities provided during the training for planning next steps.	Behavioral Support Program	Tier 1	Implement	07/09/2018	06/12/2020	\$40	General Fund	Dean of Students Behavior Coaches Building Principals MTSS Assessment Coordinator
Schools: All Schools								

Activity - Resortative Practices TOT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Train the trainer. Learn how to facilitate restorative practices and using circles effectively. Participants will learn a range of strategies that can be used every day to set high expectations while still being supportive. Learn the most effective methods to resolve common conflicts and foster accountability. Participants will learn the essential process for building social capital and creating a positive learning environment. They will leave prepared to run their first circle and facilitate training.</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>07/08/2019</p>	<p>06/01/2020</p>	<p>\$180</p>	<p>General Fund</p>	<p>Building Principals Teaching Staff MTSS Coordinator</p>
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Activity - Collaborative and Proactive Solutions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Collaborative & Proactive Solutions (CPS) is the non-punitive, non-adversarial, trauma-informed model of care Dr. Greene originated and describes in his various books, including <i>The Explosive Child</i>, <i>Lost at School</i>, <i>Lost & Found</i>, and <i>Raising Human Beings</i>. The CPS model is recognized as an empirically-supported, evidence-based treatment by the California Evidence-Based Clearinghouse for Child Welfare (CEBC). The model is based on the premise that challenging behavior occurs when the expectations being placed on a kid exceed the kid’s capacity to respond adaptively, and that some kids are lacking the skills to handle certain demands and expectations. So the emphasis of the model isn’t on kids’ challenging behavior, which is – whether it’s whining, pouting, sulking, withdrawing, crying, screaming, swearing, hitting, spitting, biting, or worse – just the manner in which they are expressing the fact that there are expectations they’re having difficulty meeting. Nor does the model focus on psychiatric diagnoses, which are simply categories of challenging behaviors. Rather, the model focuses on identifying the skills the kid is lacking and the expectations he or she is having difficulty meeting (in the CPS model, those unmet expectations are referred to as unsolved problems). Then the goal is to help kids and caregivers solve those problems rather than trying to modify kids’ behavior through application of rewards and punishments.</p> <p>In the CPS model, the problem solving is of the collaborative and proactive variety. This is in contrast to many of the interventions that are commonly applied to kids, which are of the unilateral and emergent variety. The goal is to foster a collaborative partnership between adults and kids and to engage kids in solving the problems that affect their lives. As such, the CPS model is non-punitive and non-adversarial, decreases the likelihood of conflict, enhances relationships, improves communication, and helps kids and adults learn and display the skills on the more positive side of human nature: empathy, appreciating how one’s behavior is affecting others, resolving disagreements in ways that do not involve conflict, taking another’s perspective, and honesty.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Teacher Collaboration, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/10/2022</p>	<p>\$1200</p>	<p>General Fund</p>	<p>Building Principals Special Education Director Curriculum Director Superintendent Dean of Students Behavior Coaches</p>
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Activity - Trauma in the Classroom - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>This training will explore classroom management strategies as they are aligned with positive behavior supports and interventions. Participants will learn how the effects of trauma and adverse childhood experiences impact classroom learning and teaching strategies that support student achievement.</p> <p>Schools: Westwood Elementary School, Oakwood Elementary School</p>	<p>Academic Support Program, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/12/2020</p>	<p>\$250</p>	<p>General Fund</p>	<p>Behavior Coaches</p>
<p>Activity - Behavior Coaches Network</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Participants will learn the principles of coaching and building capacity in others to implement restorative practices and other strategies to align with systems of support. The series includes a book study and surrounds a trauma-informed approach</p> <p>Schools: Westwood Elementary School, Oakwood Elementary School</p>	<p>Professional Learning, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/19/2019</p>	<p>06/12/2020</p>	<p>\$200</p>	<p>General Fund</p>	<p>Behavior Coaches</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

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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	06/10/2022	\$12780	General Fund	MTSS coordinator, curriculum director
Activity - CHAMPS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will be trained in CHAMPS which is a classroom behavior management system. CHAMPS is a system of expectations that works with any set of rules, rewards, or consequences that you are already implementing. It can even be used if your school has a specific classroom management program in place. For example, my school has the 3 Bs: Be Safe, Be Responsible, and Be Respectful. Those are common terms all teachers use. I still use those terms frequently, but I also use CHAMPS in my classroom. CHAMPS is part of Randy Sprick's Safe and Civil Schools and is a research-based program with over thirty years of classroom research. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/09/2017	\$1500	Title II Part A	Teaching staff, building principals, MTSS District coordinator
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	Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/08/2016	06/10/2022	\$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	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/08/2016	08/09/2016	\$1600	Title II Part A	DK-K teaching staff, building principal and MTSS coordinator.

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Activity - Classroom PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn how to include preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Schools: All Schools	Professional Learning, Behavioral Support Program	Tier 1	Implement	02/01/2019	06/12/2020	\$2500	General Fund	All teaching staff Building Principals MTSS District Coordinator
Activity - Trauma Informed Schools Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Stephanie Grant! She will address issues with trauma, as well as strategies to address trauma-related behavior. Schools: All Schools	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/14/2019	08/14/2019	\$0	No Funding Required	Building Principals Behavior Coach Special Education Staff Special Education Director
Activity - Behavior Coaches Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn the principles of coaching and building capacity in others to implement restorative practices and other strategies to align with systems of support. The series includes a book study and surrounds a trauma-informed approach. Schools: Westwood Elementary School, Oakwood Elementary School	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$300	General Fund	Behavior Coaches Building Principals MTSS District 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

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- 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

Activity - Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: All Schools</p>	Curriculum Development	Tier 1	Getting Ready	08/22/2016	06/10/2022	\$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
<p>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.</p> <p>Schools: All Schools</p>	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

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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. Schools: All Schools	Professional Learning	Tier 1	Implement	08/23/2016	06/11/2021	\$0	No Funding Required	All Social Studies and ELA content teachers at the secondary and all classroom elementary teachers.
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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 MAPS Growth grades 6-8, 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

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 during the 2019-20 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	06/12/2020	\$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

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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
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

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<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: Westwood Elementary School, Oakwood Elementary School</p>	<p>Professional Learning, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2017</p>	<p>06/10/2022</p>	<p>\$1500</p>	<p>General Fund</p>	<p>All teaching staff, curriculum director and principal.</p>
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Goal 6: Portland Public staff will be provided professional learning opportunities to enhance their professional practices.

Measurable Objective 1:

A total of 0 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

Activity - COMMIT Summer Leadership Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	Title II Part A	District Leadership
Schools: All Schools								

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.	Professional Learning	Tier 1	Monitor	08/22/2016	02/01/2021	\$1200	Title II Part A	Curriculum Director
Schools: All Schools								

Activity - MASFPS Fall and Winter Institutes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/12/2020	\$1551	Title II Part A	State and Federal Program Director
Schools: All Schools								

Activity - Special Populations Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	06/10/2022	\$750	Title II Part A	Curriculum Director and building leadership
Schools: All Schools								

Activity - Kent Learning Collaborative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Policy and Process, Professional Learning, Curriculum Development	Tier 1	Implement	08/08/2016	06/10/2022	\$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	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/10/2022	\$0	No Funding Required	All teaching and support staffs and administration.

Activity - MTSS/MiBSLI 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	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/22/2018	06/07/2019	\$5500	General Fund	MTSS coordinator MTSS teams

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Activity - MEMPSA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate will learn more leadership opportunities and opportunities for collaboration with other Principals. Schools: Portland High School, Westwood Elementary School, Oakwood Elementary School, Portland Middle School	Professional Learning	Tier 1	Implement	08/02/2019	06/12/2020	\$1000	General Fund	Building Principal
Activity - EcCon Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participates will learn laws, changes, and educational trends Schools: Portland High School	Professional Learning	Tier 1	Implement	06/24/2019	06/30/2020	\$950	General Fund	Building Principals
Activity - Team Teaching Professional Training - How should it look?	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about the Team Teaching Approach. Team teaching is an approach to program delivery where two or more educators share teaching responsibilities within a classroom setting. ... The challenges teachers face with team teaching may include building trust and commitment between each other and a greater need to plan co-operatively and collaboratively. Schools: All Schools	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/19/2019	06/12/2020	\$1500	General Fund	Special Education Director Special Education teachers Teachers
Activity - MTSS District Level Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning year four district implementation teams have two data reviews per year to determine what supports to provide to their schools. Schools: All Schools	Policy and Process, Professional Learning, Academic Support Program, Curriculum Development, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/05/2019	06/12/2020	\$0	No Funding Required	DIT Team

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Activity - MTSS Building Level Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In the fourth year, school leadership teams and their coaches have three data reviews per year. Schools use the data to continually evaluate their programs and make data-based decisions about students.</p> <p>Schools: All Schools</p>	Policy and Process, Academic Support Program, Professional Learning, Direct Instruction, Curriculum Development, Teacher Collaboration, Behavioral Support Program	Tier 1		08/05/2019	06/12/2020	\$2500	General Fund	Building Implementation Teams
Activity - Leadership Development and Culture Awareness Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Participants will learn how to build trusting relationships within a school culture. This will be the focus of the training session with David Hulings., Executive Leadership Coach. He will provide guidance to the simplest answer to this question is that innovative educational leadership can breed positive, transformative change within schools and districts. The most successful implementations and cultures of educational innovation are driven by capable leadership teams who are amply equipped to overcome evolving challenges and enhance the skills of their teachers. By building your leadership capacity and that of your team, you will establish the foundation needed to support teachers and educational leaders to more fully design, implement and sustain innovation in their classrooms and work. In many schools and districts, innovative leaders are the key difference makers in developing struggling teachers into effective ones, and good teachers into great ones.</p> <p>Schools: All Schools</p>	Policy and Process, Professional Learning	Tier 1	Implement	08/13/2019	06/10/2022	\$7900	General Fund	Superintendent Building Principals Special Education Director Curriculum Director Teacher group
Activity - New Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will learn the principles of explicit instruction to promote engagement and improve student outcomes and how to implement strategies for restorative practices within the classroom. The book study will feature 'Explicit Instruction' written by Anita Archer and Charles Hughes. Schools: All Schools	Professional Learning	Tier 1	Implement	08/19/2019	06/12/2020	\$550	General Fund	All new teachers
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Activity - District Level New Teacher Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about: MTSS and PLC structures, PBIS, district policies/procedures, teacher evaluation tool, learn about the role the ISD can do to support them, CIM training and have the opportunity to work side by side with the mentor teachers. Schools: All Schools	Policy and Process, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/12/2019	08/13/2019	\$0	No Funding Required	Superintendent Curriculum Director Special Education Director ISD staff Union representatives Mentor teachers New teachers

Activity - ISD Teacher Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ionia ISD Instructional Coaches will work with teachers to deepen understanding of the Best Instructional Practices which are specific teaching methods that guide interaction in the classroom. These effective practices have been identified through research on student learning. Best Instructional Practices are like vehicles used by teachers to efficiently move students forward in their learning. Schools: All Schools	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/01/2020	\$0	No Funding Required	All teaching staff Building Principals Curriculum Director Special Education Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

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

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Enhanced Core Reading Instruction Training	<p>Professional development books provide PD for interventionists, teachers, and school leaders, regardless of the core reading program being used.</p> <p>Enhanced Core Reading Instruction utilizes predictable, explicit and effective instructional routines.</p> <p>Specific core reading program enhancements are available for grades K, 1 and 2 with the following core reading programs*:</p> <p>Houghton Mifflin Harcourt – Journeys Common 2017</p> <p>Houghton Mifflin Harcourt – Journeys Common Core 2014</p> <p>Houghton Mifflin Harcourt – Journeys 2011</p> <p>Scott Foresman – Reading Street Common Core 2013</p> <p>Scott Foresman – Reading Street 2011</p> <p>Pearson – ReadyGEN 2014</p> <p>McGraw-Hill – Wonders 2014 and Wonders 2017</p> <p>The Tier 2 Foundational Skills Intervention materials provide interventionists with 150 ready-to-use daily foundational skills lessons that are directly aligned with the core reading program and are intended to be pre-taught to Tier 2 students to promote success in the core curriculum.</p> <p>The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons available in the Tier 2 Foundational Skills Intervention. Teachers may use these lessons with their whole class OR with small groups to enhance their core reading instruction for all students. By presenting the same lessons pre-taught to Tier 2 students, teachers increase the likelihood of success for their students.</p> <p>Aligned with Common Core State Standards</p> <p>Rigorous research studies demonstrate the intervention’s positive impact on reading achievement for at-risk readers.</p> <p>Developed with support from the US Department of Education Institute of Education Sciences.</p> <p>Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, the fidelity of implementation, targeted outcome measures and broad outcome measures.</p>	Professional Learning	Tier 1		08/06/2018	06/12/2020	\$2700	Teaching Staff Building Principal Curriculum Director
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Kindergarten Readiness Assessment Training	Teachers will receive a 2-day training for new teachers and a refresher course for those who have already been trained in the implementation of the KRA assessment components.	Professional Learning	Tier 1	Implement	08/01/2019	10/31/2019	\$1209	Dk and Kindergarten staff Building Principal Curriculum Director
ECRI Tier 3 / Reading Works Coaching	<p>The Tier 2 and 3 Foundational Skills Intervention materials provide interventionists with 150 ready-to-use daily foundational skills lessons that are directly aligned with the core reading program and are intended to be pre-taught to Tier 2 and 3 students to promote success in the core curriculum.</p> <p>The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons available in Tier 2 and 3 Foundational Skills Intervention. Teachers may use these lessons with their whole class OR with small groups to enhance their core reading instruction for all students. By presenting the same lessons pre-taught to Tier 2 and 3 students, teachers increase the likelihood of success for their students.</p>	Professional Learning, Direct Instruction	Tier 3	Implement	08/19/2019	06/12/2020	\$270	Tier 2/3 teacher Special Education Director Building Principal Curriculum Director

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<p>ECRI Coaches Training</p>	<p>Professional development books provide PD for interventionists, teachers, and school leaders, regardless of the core reading program being used. Enhanced Core Reading Instruction utilizes predictable, explicit and effective instructional routines. Specific core reading program enhancements are available for grades K, 1 and 2 with the following core reading programs*: Houghton Mifflin Harcourt – Journeys Common 2017 Houghton Mifflin Harcourt – Journeys Common Core 2014 Houghton Mifflin Harcourt – Journeys 2011 Scott Foresman – Reading Street Common Core 2013 Scott Foresman – Reading Street 2011 Pearson – ReadyGEN 2014 McGraw-Hill – Wonders 2014 and Wonders 2017 The Tier 2 Foundational Skills Intervention materials provide interventionists with 150 ready-to-use daily foundational skills lessons that are directly aligned with the core reading program and are intended to be pre-taught to Tier 2 students to promote success in the core curriculum. The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons available in the Tier 2 Foundational Skills Intervention. Teachers may use these lessons with their whole class OR with small groups to enhance their core reading instruction for all students. By presenting the same lessons pre-taught to Tier 2 students, teachers increase the likelihood of success for their students. Aligned with Common Core State Standards Rigorous research studies demonstrate the intervention’s positive impact on reading achievement for at-risk readers. Developed with support from the US Department of Education Institute of Education Sciences. Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, the fidelity of implementation, targeted outcome measures and broad outcome measures.</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>05/03/2019</p>	<p>06/12/2020</p>	<p>\$2500</p>	<p>ECRI coaches Building Principal Curriculum Director</p>
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Professional Learning, Curriculum Development, Teacher Collaboration, Materials	Tier 1		08/20/2018	06/07/2019	\$7500	All teaching staff Building principal Curriculum/ Instruction
MiGoogle Conference	Participants will learn more professional and instructional applications within google.	Professional Learning, Teacher Collaboration	Tier 1		08/19/2019	06/01/2020	\$1200	Teachers Building Principal Technological Instructional Coach
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	Monitor	08/21/2017	06/10/2022	\$1500	PLC content teams, principal and Executive Leadership

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Explicit Academic Vocabulary Strategies	A critical component of literacy instruction is the explicit instruction of key vocabulary and background knowledge, especially as they pertain to informational text in the content areas. In this session, attendees will learn the why and how of word selection. Through modeling and practice, participants will also learn to integrate active participation strategies with an explicit instruction routine. Finally, attendees will plan for the teaching of selected vocabulary for one of their classes.	Professional Learning, Direct Instruction	Tier 1	Implement	08/02/2019	06/12/2020	\$120	Middle and high school teachers Building principals Curriculum Director
REWARDS training	REWARDS Secondary introduces students to a unique multisyllabic word reading strategy. This strategy, developed by Dr. Anita Archer, has been proven effective in helping students to: <ul style="list-style-type: none"> • Break words into manageable, decodable chunks • Read long words in content area textbooks • Increase oral and silent reading fluency • Improve comprehension as decoding and fluency increase 	Professional Learning, Academic Support Program	Tier 2	Implement	08/06/2018	06/10/2022	\$120	Tier 2 teaching staff Building Principals MTSS District Coordinator
Behavior Coaches Network	Participants will learn the principles of coaching and building capacity in others to implement restorative practices and other strategies to align with systems of support. The series includes a book study and surrounds a trauma-informed approach.	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$300	Behavior Coaches Building Principals MTSS District Coordinator
MEMPSA Conference	Participants will learn more leadership opportunities and opportunities for collaboration with other Principals.	Professional Learning	Tier 1	Implement	08/02/2019	06/12/2020	\$1000	Building Principal
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	06/10/2022	\$12780	MTSS coordinator, curriculum director

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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.	Professional Learning, Curriculum Development	Tier 1	Implement	08/21/2017	06/10/2022	\$1500	All teaching staff, curriculum director and principal.
Bridges Math Curriculum Training	The participants will learn how to develop students' deep understandings of mathematical concepts, proficiency with key skills, and the ability to solve complex and novel problems. The teacher will learn how to implement Bridges components of direct instruction, structured investigation, and open exploration. Bridges taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	06/10/2019	06/12/2020	\$6400	All elementary teaching staff Building Principals Curriculum Director
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	Monitor	08/21/2017	06/10/2022	\$1500	BIT, DIT and Executive Leadership
Classroom PBIS Training	Staff will learn how to include preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students.	Professional Learning, Behavioral Support Program	Tier 1	Implement	02/01/2019	06/12/2020	\$2500	All teaching staff Building Principals MTSS District Coordinator

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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.
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, Professional Learning, Teacher Collaboration	Tier 2		06/07/2019	06/07/2019	\$640	Interventionists Middle school ELA teachers Building principal Curriculum/ Instruction MTSS coordinator
CMP Users Conference	CMP Classroom Strategies- how and where to incorporate other items into the CMP curriculum. It provides teachers with opportunities to collaborate with other school districts that also use CMP in their school.	Professional Learning, Direct Instruction	Tier 1		08/19/2019	06/12/2020	\$650	Building Principal Curriculum Director CMP Teachers
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.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$500	Technology teachers, curriculum director and principal

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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.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$1500	Building MTSS teams MTSS Coordinator
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
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: <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. Four additional teachers to be trained. 	Professional Learning, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	07/09/2018	06/07/2019	\$4000	Math teachers (4) Building principal ISD personnel Curriculum/Instruction

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Acadience Assessment Training 7-9	<p>Acadience Reading 7-9 (Content Area Reading Indicators) is a formative assessment for 7th to 9th grade students. It is directly aligned with the Common Core Standards in Language Arts, Science, and Social Studies and includes a Maze comprehension, a Silent Reading comprehension, and an Oral Reading comprehension measure. Each measure is arranged in triads, which include one science passage, one social studies passage, and one prose passage.</p> <p>Maze is a group-administered measure that assesses general reading comprehension. During a Maze task, the student is presented with a reading passage in which some words are replaced by a multiple choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning of the sentence. A Maze triad of passages takes approximately 10 minutes to complete and approximately 5-7 minutes per student for teachers to score.</p> <p>The Silent Reading (SR) comprehension portion of Acadience Reading 7-9 is a group-administered measure that assesses vocabulary, sentence comprehension (passage details), and inference. Students are given up to 45 minutes to read three passages and answer 15 questions about each passage. Silent Reading is quickly scored with an answer key.</p> <p>The Oral Reading (OR) portion is an individually administered measure that assesses oral reading fluency, accuracy, and comprehension. During an OR task, the student is given 90 seconds to read each passage out loud. At the end of 90 seconds, a brief comprehension component is administered. An OR triad of passages takes approximately 10 minutes to complete.</p> <p>The guidelines for administering Acadience Reading 7-9 include gating procedures so that the group-administered, less time-intensive components are given to more students while the individually administered, more time-intensive components are administered to fewer students, on an as-needed basis.</p>	Professional Learning, Academic Support Program, Other - Data Review	Tier 1	Implement	08/01/2019	06/10/2022	\$120	Middle School ELA teacher leaders and freshman teacher leaders Building Principals MTSS Assessment Coordinator
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<p>Collaborative and Proactive Solutions</p>	<p>Collaborative & Proactive Solutions (CPS) is the non-punitive, non-adversarial, trauma-informed model of care Dr. Greene originated and describes in his various books, including <i>The Explosive Child</i>, <i>Lost at School</i>, <i>Lost & Found</i>, and <i>Raising Human Beings</i>. The CPS model is recognized as an empirically-supported, evidence-based treatment by the California Evidence-Based Clearinghouse for Child Welfare (CEBC). The model is based on the premise that challenging behavior occurs when the expectations being placed on a kid exceed the kid's capacity to respond adaptively, and that some kids are lacking the skills to handle certain demands and expectations. So the emphasis of the model isn't on kids' challenging behavior, which is – whether it's whining, pouting, sulking, withdrawing, crying, screaming, swearing, hitting, spitting, biting, or worse – just the manner in which they are expressing the fact that there are expectations they're having difficulty meeting. Nor does the model focus on psychiatric diagnoses, which are simply categories of challenging behaviors. Rather, the model focuses on identifying the skills the kid is lacking and the expectations he or she is having difficulty meeting (in the CPS model, those unmet expectations are referred to as unsolved problems). Then the goal is to help kids and caregivers solve those problems rather than trying to modify kids' behavior through application of rewards and punishments.</p> <p>In the CPS model, the problem solving is of the collaborative and proactive variety. This is in contrast to many of the interventions that are commonly applied to kids, which are of the unilateral and emergent variety. The goal is to foster a collaborative partnership between adults and kids and to engage kids in solving the problems that affect their lives. As such, the CPS model is non-punitive and non-adversarial, decreases the likelihood of conflict, enhances relationships, improves communication, and helps kids and adults learn and display the skills on the more positive side of human nature: empathy, appreciating how one's behavior is affecting others, resolving disagreements in ways that do not involve conflict, taking another's perspective, and honesty.</p>	<p>Professional Learning, Teacher Collaboration, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/10/2022</p>	<p>\$1200</p>	<p>Building Principals Special Education Director Curriculum Director Superintendent Dean of Students Behavior Coaches</p>
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Early Warning Systems Coordinator Training	Using an Early Warning System (EWS) allows schools to identify students who are showing signs of risk for dropping out of school. Teams can then respond by addressing systemic changes to prevent future challenges, and match these students to interventions to get them back on track for graduation and engaged in school. This in-person training will build on a prerequisite online learning module. After learning about why an Early Warning System is important, and how to start the process of using this data in the online modules, participants will receive additional resources, practice communicating and troubleshooting common barriers, and practice using Early Warning Indicator data for decision-making when they attend in-person. Target Audience: LEA and ISD staff who will be helping School Leadership Teams access and use an Early Warning System as a universal screening tool for secondary schools. Previous participants have found it to be helpful to attend this training with additional staff from their ISD or district to make the most of the opportunities provided during the training for planning next steps.	Behavioral Support Program	Tier 1	Implement	07/09/2018	06/12/2020	\$40	Dean of Students Behavior Coaches Building Principals MTSS Assessment Coordinator
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.
Instructional Technology Coach	This position is responsible for supporting the professional growth and development of all educators to facilitate learning and independent application of effective instructional technology practices. The position will provide support through planning, modeling, co-teaching, training, and data analysis across all content areas. Included in this position is the planning, development, and delivery professional development based on assessed building and/or educator needs. This position works with educators district-wide with the effective implementation of instructional technology.	Academic Support Program, Technology	Tier 1	Implement	07/01/2019	06/01/2022	\$67000	Superintendent Director of Technology Curriculum Director

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MTSS Building Level Implementation	In the fourth year, school leadership teams and their coaches have three data reviews per year. Schools use the data to continually evaluate their programs and make data-based decisions about students.	Policy and Process, Academic Support Program, Professional Learning, Direct Instruction, Curriculum Development, Teacher Collaboration, Behavioral Support Program	Tier 1		08/05/2019	06/12/2020	\$2500	Building Implementation Teams
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.
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.
Teachers Learning Together	Dr. Feldman will discuss the strategies that teachers can use to ensure that all students are fully engaged in academic work, so that "everyone does everything." Participants will leave these first two days with a toolkit of highly effective engagement strategies. He will emphasize the value of a school culture where all teachers work together to improve their teaching and student learning. This session will continue the previous day's work on engagement and academic literacy strategies. Dr. Feldman will also show us the value of giving and receiving feedback, the process of learning walks, and the TLT observation form which focuses on engagement, academic rigor and scaffolding for ALL subject areas.	Professional Learning, Curriculum Development	Tier 1	Implement	01/08/2018	06/12/2020	\$11000	Administration, all teaching staff and curriculum director

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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
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.
Restorative Practices TOT	Train the trainer. Learn how to facilitate restorative practices and using circles effectively. Participants will learn a range of strategies that can be used every day to set high expectations while still being supportive. Learn the most effective methods to resolve common conflicts and foster accountability. Participants will learn the essential process for building social capital and creating a positive learning environment. They will leave prepared to run their first circle and facilitate training.	Professional Learning	Tier 1		07/08/2019	06/01/2020	\$180	Building Principals Teaching Staff MTSS Coordinator
SWIS Assessment	Each building will purchase SWIS by August 1, 2017, for \$350/license for each year.	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/10/2022	\$1400	MTSS Coordinator, MiBLSI liaison and building MiBLSi BIT.
EcCon Conference	Participants will learn laws, changes, and educational trends	Professional Learning	Tier 1	Implement	06/24/2019	06/30/2020	\$950	Building Principals
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.
Trauma in the Classroom - PBIS	This training will explore classroom management strategies as they are aligned with positive behavior supports and interventions. Participants will learn how the effects of trauma and adverse childhood experiences impact classroom learning and teaching strategies that support student achievement.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$250	Behavior Coaches

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Student Mental Health Summit	Student Leadership Group- Equip students and teachers with strategies on how to support one another in regards to mental health. One goal for our MiBLSi Student Leadership group is to get them more involved in other capacities besides just picking "rewards". This will provide them with tools to get them through the rest of their lives.	Other - Social and Emotional support, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$700	Building Principal Dean of Students Students
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.	Policy and Process, Professional Learning, Curriculum Development	Tier 1	Implement	08/08/2016	06/10/2022	\$100	Curriculum Director
Curriculum Meetings	One teacher from each grade level will meet as part of a district science curriculum team during the 2019-20 school as well as PLC's time to align curriculum based on the Michigan Science Standards.	Curriculum Development	Tier 1	Implement	08/24/2016	06/12/2020	\$7500	K-12 science representatives and curriculum director
REWARDS Plus	REWARDS Plus is designed for struggling readers in middle and high school. The research-based strategies from REWARDS Intermediate and REWARDS Secondary are expanded to cement skills and increase transfer to reading informational text. REWARDS Plus: Ensures transference of REWARDS word-attack strategies to social studies and science texts Provides extra practice and builds students' stamina and automaticity in content-area classes Helps students learn to interpret and read advanced infographics, maps, and timelines Deepens reading comprehension through close reading of informational text Builds content-specific vocabulary Builds expository writing skills through short answer, summary, and extended response writing	Professional Learning, Academic Support Program	Tier 2		08/20/2018	06/01/2020	\$160	Interventionists
SRSS Coordinator Training	Participants will develop a deeper understanding of the Student Risk Screening Scale Assessment, as well as how to utilize for identifying students in need of services.	Professional Learning, Academic Support Program, Behavioral Support Program			08/12/2019	06/10/2022	\$80	Behavior Coaches Principals Counselors

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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	06/10/2022	\$2700	K-12 Social Studies grade level representatives on the district social studies committee, building principals, curriculum director
Leadership Development and Culture Awareness Training	Participants will learn how to build trusting relationships within a school culture. This will be the focus of the training session with David Hulings., Executive Leadership Coach. He will provide guidance to the simplest answer to this question is that innovative educational leadership can breed positive, transformative change within schools and districts. The most successful implementations and cultures of educational innovation are driven by capable leadership teams who are amply equipped to overcome evolving challenges and enhance the skills of their teachers. By building your leadership capacity and that of your team, you will establish the foundation needed to support teachers and educational leaders to more fully design, implement and sustain innovation in their classrooms and work. In many schools and districts, innovative leaders are the key difference makers in developing struggling teachers into effective ones, and good teachers into great ones.	Policy and Process, Professional Learning	Tier 1	Implement	08/13/2019	06/10/2022	\$7900	Superintendent Building Principals Special Education Director Curriculum Director Teacher group
MTSS Grade level meetings	Grade level teams will meet every 6 weeks for Data analysis, RTI groupings, action planning looking at Acadience assessments, SWIS and SRSS.	Professional Learning, Curriculum Development, Other - Data Review, Teacher Collaboration	Tier 1	Implement	08/20/2018	06/12/2020	\$17700	Grade level building teams Building Principal MTSS District Coordinator

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Behavior Coaches Network	Participants will learn the principles of coaching and building capacity in others to implement restorative practices and other strategies to align with systems of support. The series includes a book study and surrounds a trauma-informed approach	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1		08/19/2019	06/12/2020	\$200	Behavior Coaches
Team Teaching Professional Training - How should it look?	Teachers will learn about the Team Teaching Approach. Team teaching is an approach to program delivery where two or more educators share teaching responsibilities within a classroom setting. ... The challenges teachers face with team teaching may include building trust and commitment between each other and a greater need to plan co-operatively and collaboratively.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/19/2019	06/12/2020	\$1500	Special Education Director Special Education teachers Teachers
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.	Professional Learning, Academic Support Program	Tier 1	Implement	08/22/2016	06/09/2017	\$1275	K-12 coherence members, 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.
Acadience Assessment Training	New DK- 6 teachers will be trained in how to give the Acadience Next Assessment and how to interpret the data	Professional Learning	Tier 1	Implement	08/01/2019	01/10/2020	\$140	New staff Building Principals MTSS Assessment Coordinator
Elementary Math Curriculum Review	The elementary PLC team will review 4 math resources for adaption in fall of 2019.	Direct Instruction, Curriculum Development, Materials	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$120000	PLC math team members Building principals Curriculum/ Instruction Superintendent

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Googlefest	Participants will learn more professional and instructional applications within google	Professional Learning, Technology	Tier 1		08/19/2019	06/01/2020	\$120	Technology teacher Building principal Technology Instructional Coach
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.
ELA Elementary Curriculum Camp	One teacher from each grade level will collaborate side by side with the curriculum director to review the specific strengths and weaknesses of a curriculum and its implementation; critical information for strategic changes and policy decisions; inputs needed for improved learning and teaching; assessments and develop Indicators for monitoring.	Policy and Process, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/05/2019	08/16/2019	\$2700	Curriculum Director ELA PLC team members
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.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/22/2018	06/07/2019	\$5500	MTSS coordinator MTSS teams
Reading Foundational Skills - Strengthening K Phonics instruction	Participants will be able to articulate the link between the Big Ideas of Reading and the Common Core State Standards as well as describe the "what", "why" and "how" of phonemic awareness and basic phonics instruction. Participants will also be able to explain how universal screening data aligns with the Common Core State Standards Reading Foundational Skills and how its use is paramount in building a strong Multi-Tier System of Support (MTSS) Framework. Finally, participants will also become familiar with evidence-based best practice instructional routines for teaching the Kindergarten reading foundational skills of the CCSS and practice embedding these routines into a lesson planning template for core reading instruction.	Professional Learning	Tier 1	Implement	09/09/2019	09/20/2019	\$290	Dk and K teachers Building Principal Curriculum Director

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World of Wonders	New DK teachers will be trained in the core curriculum in order to implement the Reading Wonders / World of Wonders program with fidelity.	Professional Learning	Tier 1		08/12/2019	06/10/2022	\$760	DK Teachers Building Principals Curriculum Director
Math Assessment Project	Teachers will create and use performance-based tasks to assess student learning.	Academic Support Program, Curriculum Development	Tier 1		08/22/2016	06/09/2017	\$1275	High school math department, building principal, and curriculum director.
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 mathematics 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 a particular vocabulary, mathematical practices, and so on that students need to learn. Instructional coaches help teachers improve the quality of their instruction, combining both content and math skills.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/10/2022	\$80000	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.
New Teacher Training	Teachers will learn the principles of explicit instruction to promote engagement and improve student outcomes and how to implement strategies for restorative practices within the classroom. The book study will feature 'Explicit Instruction' written by Anita Archer and Charles Hughes.	Professional Learning	Tier 1	Implement	08/19/2019	06/12/2020	\$550	All new teachers

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Literacy Coaches Networks	The theme of the Literacy Coaching Network this year will be "In what ways will we empower ALL learners?" We will be using LCN this year to support professional learning to increase our capacity to empower all learners.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/12/2020	\$200	Title One Teachers Building Principals Curriculum Director Instructional Coach
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
FAME team	Formative Assessment team is working with the measured progress professional development series to learn about, and implement formative assessments into the curriculum.	Professional Learning, Academic Support Program	Tier 1	Implement	08/22/2016	06/09/2017	\$1250	FAME team members, building principal and curriculum director

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/10/2022	\$750	Curriculum Director and building leadership

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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	06/12/2020	\$1551	State and Federal Program 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

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Reading Wonders Implementation	<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>	Professional Learning, Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$5000	All teaching staff, curriculum director 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.	Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/08/2016	06/10/2022	\$12960	MiBLSI district team. MiBLSI liaison
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.	Academic Support Program, Professional Learning, Direct Instruction	Tier 2	Getting Ready	08/21/2017	06/08/2018	\$180	Classroom teachers, Interventionists, curriculum director and principal.

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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.
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.
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
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	Implement	08/23/2017	06/12/2020	\$420	Elementary classroom teachers, K-3 Instructional Coach, Dir. Curriculum, building Principal.
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.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1		08/27/2018	06/07/2019	\$150	MTSS coach MTSS coordinator Principals Training staff

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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
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.	Professional Learning, Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$520	All teaching staff, curriculum director and principal.
CHAMPS Training	Teacher Leaders will be trained in CHAMPS which is a classroom behavior management system. CHAMPS is a system of expectations that works with any set of rules, rewards, or consequences that you are already implementing. It can even be used if your school has a specific classroom management program in place. For example, my school has the 3 Bs: Be Safe, Be Responsible, and Be Respectful. Those are common terms all teachers use. I still use those terms frequently, but I also use CHAMPS in my classroom. CHAMPS is part of Randy Sprick's Safe and Civil Schools and is a research-based program with over thirty years of classroom research.	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/09/2017	\$1500	Teaching staff, building principals, MTSS District coordinator
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.	Professional Learning, Academic Support Program, Technology	Tier 1	Implement	08/22/2016	06/12/2020	\$4590	Teaching staff, building principals, technology director, and curriculum director.

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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.
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.	Professional Learning, Academic Support Program	Tier 1	Implement	08/22/2016	06/09/2017	\$3000	High school teaching staff, 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.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/22/2017	06/11/2021	\$550	All classroom teachers, math teachers, curriculum director, Math ISD consultant and principal
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.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/08/2016	08/09/2016	\$1600	DK-K teaching staff, building principal and MTSS coordinator.

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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	Professional Learning, Curriculum Development, Walkthrough, Teacher Collaboration	Tier 1	Implement	11/09/2016	06/01/2021	\$44251	Instructional coach, superintendent, curriculum director and principal.
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, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/24/2016	06/09/2017	\$1	Secondary math teaching staff, building principal, curriculum director, and ISD math coach
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.	Professional Learning, Curriculum Development, Teacher Collaboration			08/27/2018	06/07/2019	\$340	Reading Middle School coach Reading Coach at Westwood MTSS coordinator

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<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>Academic Support Program, Professional Learning, Curriculum Development</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>
<p>Reading Wonders Implementation</p>	<p>.....</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>05/23/2017</p>	<p>06/08/2018</p>	<p>\$5000</p>	<p>Westwood teaching staff, Curriculum Director and Principal</p>

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REWARDS Secondary training	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	Professional Learning, Academic Support Program, Direct Instruction	Tier 2	Getting Ready	08/18/2017	06/10/2022	\$80	Interventionist and reading teachers, curriculum director and principal.
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

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Professional Learning, Academic Support Program, Behavioral Support Program, Parent Involvement	Tier 2	Implement	08/24/2016	06/09/2017	\$0	Instructional Consultation Team, Instructional Consultation Facilitator, classroom teacher, and parent
Tramua Informed Schools Training	Dr. Stephanie Grant! She will address issues with trauma, as well as strategies to address trauma-related behavior.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/14/2019	08/14/2019	\$0	Building Principals Behavior Coach Special Education Staff Special Education Director

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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
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
MTSS District Level Implementation	Beginning year four district implementation teams have two data reviews per year to determine what supports to provide to their schools.	Policy and Process, Professional Learning, Academic Support Program, Curriculum Development, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/05/2019	06/12/2020	\$0	DIT Team
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
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

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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
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.	Professional Learning, Curriculum Development	Tier 1		08/14/2017	06/11/2021	\$0	All classroom teachers, Math IISD consultant, curriculum director and principal.
Current Emerging Drug Trends	Participates will learn more about vaping, and how to educate students on the effects of vaping and other items that they are exposed to throughout middle school and high school.	Behavioral Support Program	Tier 1	Implement	08/02/2019	06/12/2020	\$0	Teaching Staff Building Principal
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.	Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/22/2016	06/10/2022	\$0	MiBLSi District Team
Technology Instructional Practices	Special Education teachers will learn: 1) effects of specific technologies, 2) effective design characteristics and 3) effective use of such applications. Throughout the school year, the Technology Instructional Coach will work side by side with teachers to enhance their instruction with the use of technology. Teachers will explore technology such as Electronic storybooks, computer-based phonics and vocabulary training programs, software applications that enable children to 'read and write', software applications that are designed for tutorial activities, and educational television programs with a narrative format identifying those that can support for their students.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/01/2020	\$0	Special Education Teachers Special Education Director Technology Instructional Coach Technology Teachers

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<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, Professional Learning, Teacher Collaboration</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>SRSS Assessment</p>	<p>The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various risk factors for each student in their classroom to determine who is at-risk.</p> <p>Responding to these students with additional support may prevent their behavior problems from escalating over time. In addition to screening for individual students, schools use the SRSS to look at school-wide data for program evaluation.</p> <p>The SRSS is not an assessment of static traits or personality and it should not be used to determine eligibility or access to programs such as special education. The SRSS should be used as one of many data sources to inform instruction and indicate student risk.</p>	<p>Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>10/10/2018</p>	<p>06/10/2022</p>	<p>\$0</p>	<p>All teaching Staff Building Principals MTSS Assessment Coordinator</p>

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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.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/10/2022	\$0	All teaching and support staffs and administration.
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, Professional Learning, Behavioral Support Program	Tier 1		08/21/2017	06/08/2018	\$0	All teachers, support staff and administration.
SWIS Facilitator Training	The I-SWIS Facilitator Training focuses on (a) account and student file set up, (b) data entry and report generation, (c) progress monitoring of individual student data, (d) using I-SWIS data for progress monitoring and accountability, and (e) readiness, compatibility, and licensing for I-SWIS.	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/22/2016	06/10/2022	\$0	All teaching staff and administration

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District Level New Teacher Orientation	Teachers will learn about: MTSS and PLC structures, PBIS, district policies/procedures, teacher evaluation tool, learn about the role the ISD can do to support them, CIM training and have the opportunity to work side by side with the mentor teachers.	Policy and Process, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/12/2019	08/13/2019	\$0	Superintendent Curriculum Director Special Education Director ISD staff Union representatives Mentor teachers New teachers
Staff Performance Feedback	The performance feedback process is in place to provide consistent feedback to all staff who are implementing 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	Implement	08/21/2017	06/10/2022	\$0	BIT, DIT, Executive Leadership
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	06/10/2022	\$0	District staff and administration
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
ISD Teacher Coaching	Ionia ISD Instructional Coaches will work with teachers to deepen understanding of the Best Instructional Practices which are specific teaching methods that guide interaction in the classroom. These effective practices have been identified through research on student learning. Best Instructional Practices are like vehicles used by teachers to efficiently move students forward in their learning.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/01/2020	\$0	All teaching staff Building Principals Curriculum Director Special Education Director

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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.
District MTSS Updates	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	Monitor	08/22/2016	06/10/2022	\$0	MTSS coordinator, curriculum director
School Improvement Plans	School Improvement Plans (SIPs) are linked to District Improvement Plans (DIP) –100% of the schools have that are linked to district priorities within the DIP (DCA item 18)	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/10/2022	\$0	BIT, DIT, School Improvement Teams and Executive Leadership
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)	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/23/2016	06/10/2022	\$0	BIT, DIT, Executive Leadership and all staff
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	06/01/2020	\$0	CMP teachers, MSU staff trainers, curriculum director 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

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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.
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
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. 	Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/22/2017	06/08/2018	\$0	Classroom teachers, curriculum director, ELA team and principal.
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.	Policy and Process, Professional Learning, Behavioral Support Program	Tier 1	Evaluate	04/10/2017	06/08/2018	\$0	MiBLSI district team

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Data to Evaluate Effectiveness	DSIT will use training effectiveness data, a coaching service delivery plan, and coaching effectiveness data to ensure staff is supported during the implementation of SWBIS. Training evaluation data and training performance assessment data are analyzed to determine the 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 satisfaction 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	06/10/2022	\$0	All staff, BIT, DIT, Executive Leadership
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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, Professional Learning, Teacher Collaboration	Tier 2	Getting Ready	08/22/2018	06/07/2019	\$5000	MTSS coordinator Interventionist Principal

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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.
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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 during the 2019-20 school as well as PLC's time to align curriculum based on the Michigan Science Standards.	Curriculum Development	Tier 1	Implement	08/24/2016	06/12/2020	\$7500	K-12 science representatives and curriculum director

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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.

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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	06/10/2022	\$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	06/10/2022	\$12780	MTSS coordinator, curriculum director
CHAMPS Training	Teacher Leaders will be trained in CHAMPS which is a classroom behavior management system. CHAMPS is a system of expectations that works with any set of rules, rewards, or consequences that you are already implementing. It can even be used if your school has a specific classroom management program in place. For example, my school has the 3 Bs: Be Safe, Be Responsible, and Be Respectful. Those are common terms all teachers use. I still use those terms frequently, but I also use CHAMPS in my classroom. CHAMPS is part of Randy Sprick's Safe and Civil Schools and is a research-based program with over thirty years of classroom research.	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/09/2017	\$1500	Teaching staff, building principals, MTSS District coordinator

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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.	Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/08/2016	06/10/2022	\$12960	MiBLSI district team. MiBLSI liaison
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	06/10/2022	\$0	District staff and administration
District MTSS Updates	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	Monitor	08/22/2016	06/10/2022	\$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.	Professional Learning, Behavioral Support Program	Tier 1	Monitor	08/22/2016	06/10/2022	\$0	MiBLSI District Team
SWIS Facilitator Training	The I-SWIS Facilitator Training focuses on (a) account and student file set up, (b) data entry and report generation, (c) progress monitoring of individual student data, (d) using I-SWIS data for progress monitoring and accountability, and (e) readiness, compatibility, and licensing for I-SWIS.	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/22/2016	06/10/2022	\$0	All teaching staff and administration
SWIS Assessment	Each building will purchase SWIS by August 1, 2017, for \$350/license for each year.	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/10/2022	\$1400	MTSS Coordinator, MiBLSI liaison and building MiBLSI BIT.

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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.	Policy and Process, Professional Learning, Behavioral Support Program	Tier 1	Evaluate	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.	Professional Learning, Academic Support Program, Behavioral Support Program, Parent Involvement	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.	Professional Learning, Academic Support Program	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.	Professional Learning, Academic Support Program, Technology	Tier 1	Implement	08/22/2016	06/12/2020	\$4590	Teaching staff, building principals, technology director, and curriculum director.

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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	06/12/2020	\$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	06/10/2022	\$750	Curriculum Director and building leadership

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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.	Policy and Process, Professional Learning, Curriculum Development	Tier 1	Implement	08/08/2016	06/10/2022	\$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, Professional Learning, Behavioral Support Program	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, 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.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/10/2022	\$0	All teaching and support staffs and administration.

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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>	Professional Learning, Academic Support Program	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	Monitor	08/21/2017	06/10/2022	\$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	Monitor	08/21/2017	06/10/2022	\$1500	BIT, DIT and Executive Leadership

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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)	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/23/2016	06/10/2022	\$0	BIT, DIT, Executive Leadership and all staff
School Improvement Plans	School Improvement Plans (SIPs) are linked to District Improvement Plans (DIP) –100% of the schools have that are linked to district priorities within the DIP (DCA item 18)	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/10/2022	\$0	BIT, DIT, School Improvement Teams and Executive Leadership
Staff Performance Feedback	The performance feedback process is in place to provide consistent feedback to all staff who are implementing 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	Implement	08/21/2017	06/10/2022	\$0	BIT, DIT, Executive Leadership
Data to Evaluate Effectiveness	DSIT will use training effectiveness data, a coaching service delivery plan, and coaching effectiveness data to ensure staff is supported during the implementation of SWBIS. Training evaluation data and training performance assessment data are analyzed to determine the 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 satisfaction 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	06/10/2022	\$0	All staff, BIT, DIT, Executive Leadership

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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.	Professional Learning, Curriculum Development, Teacher Collaboration	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.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/22/2018	06/07/2019	\$5500	MTSS coordinator MTSS teams
Teachers Learning Together	Dr. Feldman will discuss the strategies that teachers can use to ensure that all students are fully engaged in academic work, so that "everyone does everything." Participants will leave these first two days with a toolkit of highly effective engagement strategies. He will emphasize the value of a school culture where all teachers work together to improve their teaching and student learning. This session will continue the previous day's work on engagement and academic literacy strategies. Dr. Feldman will also show us the value of giving and receiving feedback, the process of learning walks, and the TLT observation form which focuses on engagement, academic rigor and scaffolding for ALL subject areas.	Professional Learning, Curriculum Development	Tier 1	Implement	01/08/2018	06/12/2020	\$11000	Administration, all teaching staff and curriculum director
Classroom PBIS Training	Staff will learn how to include preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students.	Professional Learning, Behavioral Support Program	Tier 1	Implement	02/01/2019	06/12/2020	\$2500	All teaching staff Building Principals MTSS District Coordinator

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SRSS Assessment	<p>The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various risk factors for each student in their classroom to determine who is at-risk.</p> <p>Responding to these students with additional support may prevent their behavior problems from escalating over time. In addition to screening for individual students, schools use the SRSS to look at school-wide data for program evaluation.</p> <p>The SRSS is not an assessment of static traits or personality and it should not be used to determine eligibility or access to programs such as special education. The SRSS should be used as one of many data sources to inform instruction and indicate student risk.</p>	Academic Support Program, Behavioral Support Program	Tier 1	Implement	10/10/2018	06/10/2022	\$0	All teaching Staff Building Principals MTSS Assessment Coordinator
Tramua Informed Schools Training	Dr. Stephanie Grant! She will address issues with trauma, as well as strategies to address trauma-related behavior.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/14/2019	08/14/2019	\$0	Building Principals Behavior Coach Special Education Staff Special Education Director
SRSS Coordinator Training	Participants will develop a deeper understanding of the Student Risk Screening Scale Assessment, as well as how to utilize for identifying students in need of services.	Professional Learning, Academic Support Program, Behavioral Support Program			08/12/2019	06/10/2022	\$80	Behavior Coaches Principals Counselors
Instructional Technology Coach	This position is responsible for supporting the professional growth and development of all educators to facilitate learning and independent application of effective instructional technology practices. The position will provide support through planning, modeling, co-teaching, training, and data analysis across all content areas. Included in this position is the planning, development, and delivery professional development based on assessed building and/or educator needs. This position works with educators district-wide with the effective implementation of instructional technology.	Academic Support Program, Technology	Tier 1	Implement	07/01/2019	06/01/2022	\$67000	Superintendent Director of Technology Curriculum Director

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Early Warning Systems Coordinator Training	Using an Early Warning System (EWS) allows schools to identify students who are showing signs of risk for dropping out of school. Teams can then respond by addressing systemic changes to prevent future challenges, and match these students to interventions to get them back on track for graduation and engaged in school. This in-person training will build on a prerequisite online learning module. After learning about why an Early Warning System is important, and how to start the process of using this data in the online modules, participants will receive additional resources, practice communicating and troubleshooting common barriers, and practice using Early Warning Indicator data for decision-making when they attend in-person. Target Audience: LEA and ISD staff who will be helping School Leadership Teams access and use an Early Warning System as a universal screening tool for secondary schools. Previous participants have found it to be helpful to attend this training with additional staff from their ISD or district to make the most of the opportunities provided during the training for planning next steps.	Behavioral Support Program	Tier 1	Implement	07/09/2018	06/12/2020	\$40	Dean of Students Behavior Coaches Building Principals MTSS Assessment Coordinator
MiGoogle Conference	Participants will learn more professional and instructional applications within google.	Professional Learning, Teacher Collaboration	Tier 1		08/19/2019	06/01/2020	\$1200	Teachers Building Principal Technology Instructional Coach
Resortative Practices TOT	Train the trainer. Learn how to facilitate restorative practices and using circles effectively. Participants will learn a range of strategies that can be used every day to set high expectations while still being supportive. Learn the most effective methods to resolve common conflicts and foster accountability. Participants will learn the essential process for building social capital and creating a positive learning environment. They will leave prepared to run their first circle and facilitate training.	Professional Learning	Tier 1		07/08/2019	06/01/2020	\$180	Building Principals Teaching Staff MTSS Coordinator

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<p>Collaborative and Proactive Solutions</p>	<p>Collaborative & Proactive Solutions (CPS) is the non-punitive, non-adversarial, trauma-informed model of care Dr. Greene originated and describes in his various books, including <i>The Explosive Child</i>, <i>Lost at School</i>, <i>Lost & Found</i>, and <i>Raising Human Beings</i>. The CPS model is recognized as an empirically-supported, evidence-based treatment by the California Evidence-Based Clearinghouse for Child Welfare (CEBC). The model is based on the premise that challenging behavior occurs when the expectations being placed on a kid exceed the kid's capacity to respond adaptively, and that some kids are lacking the skills to handle certain demands and expectations. So the emphasis of the model isn't on kids' challenging behavior, which is – whether it's whining, pouting, sulking, withdrawing, crying, screaming, swearing, hitting, spitting, biting, or worse – just the manner in which they are expressing the fact that there are expectations they're having difficulty meeting. Nor does the model focus on psychiatric diagnoses, which are simply categories of challenging behaviors. Rather, the model focuses on identifying the skills the kid is lacking and the expectations he or she is having difficulty meeting (in the CPS model, those unmet expectations are referred to as unsolved problems). Then the goal is to help kids and caregivers solve those problems rather than trying to modify kids' behavior through application of rewards and punishments.</p> <p>In the CPS model, the problem solving is of the collaborative and proactive variety. This is in contrast to many of the interventions that are commonly applied to kids, which are of the unilateral and emergent variety. The goal is to foster a collaborative partnership between adults and kids and to engage kids in solving the problems that affect their lives. As such, the CPS model is non-punitive and non-adversarial, decreases the likelihood of conflict, enhances relationships, improves communication, and helps kids and adults learn and display the skills on the more positive side of human nature: empathy, appreciating how one's behavior is affecting others, resolving disagreements in ways that do not involve conflict, taking another's perspective, and honesty.</p>	<p>Professional Learning, Teacher Collaboration, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/10/2022</p>	<p>\$1200</p>	<p>Building Principals Special Education Director Curriculum Director Superintendent Dean of Students Behavior Coaches</p>
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<p>Team Teaching Professional Training - How should it look?</p>	<p>Teachers will learn about the Team Teaching Approach. Team teaching is an approach to program delivery where two or more educators share teaching responsibilities within a classroom setting. ... The challenges teachers face with team teaching may include building trust and commitment between each other and a greater need to plan co-operatively and collaboratively.</p>	<p>Professional Learning, Academic Support Program, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/12/2020</p>	<p>\$1500</p>	<p>Special Education Director Special Education teachers Teachers</p>
<p>MTSS District Level Implementation</p>	<p>Beginning year four district implementation teams have two data reviews per year to determine what supports to provide to their schools.</p>	<p>Policy and Process, Professional Learning, Academic Support Program, Curriculum Development, Teacher Collaboration, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/05/2019</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>DIT Team</p>
<p>MTSS Building Level Implementation</p>	<p>In the fourth year, school leadership teams and their coaches have three data reviews per year. Schools use the data to continually evaluate their programs and make data-based decisions about students.</p>	<p>Policy and Process, Academic Support Program, Professional Learning, Direct Instruction, Curriculum Development, Teacher Collaboration, Behavioral Support Program</p>	<p>Tier 1</p>		<p>08/05/2019</p>	<p>06/12/2020</p>	<p>\$2500</p>	<p>Building Implementation Teams</p>

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Leadership Development and Culture Awareness Training	Participates will learn how to build trusting relationships within a school culture. This will be the focus of the training session with David Hulings., Executive Leadership Coach. He will provide guidance to the simplest answer to this question is that innovative educational leadership can breed positive, transformative change within schools and districts. The most successful implementations and cultures of educational innovation are driven by capable leadership teams who are amply equipped to overcome evolving challenges and enhance the skills of their teachers. By building your leadership capacity and that of your team, you will establish the foundation needed to support teachers and educational leaders to more fully design, implement and sustain innovation in their classrooms and work. In many schools and districts, innovative leaders are the key difference makers in developing struggling teachers into effective ones, and good teachers into great ones.	Policy and Process, Professional Learning	Tier 1	Implement	08/13/2019	06/10/2022	\$7900	Superintendent Building Principals Special Education Director Curriculum Director Teacher group
New Teacher Training	Teachers will learn the principles of explicit instruction to promote engagement and improve student outcomes and how to implement strategies for restorative practices within the classroom. The book study will feature 'Explicit Instruction' written by Anita Archer and Charles Hughes.	Professional Learning	Tier 1	Implement	08/19/2019	06/12/2020	\$550	All new teachers
District Level New Teacher Orientation	Teachers will learn about: MTSS and PLC structures, PBIS, district policies/procedures, teacher evaluation tool, learn about the role the ISD can do to support them, CIM training and have the opportunity to work side by side with the mentor teachers.	Policy and Process, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/12/2019	08/13/2019	\$0	Superintendent Curriculum Director Special Education Director ISD staff Union representatives Mentor teachers New teachers

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ISD Teacher Coaching	Ionia ISD Instructional Coaches will work with teachers to deepen understanding of the Best Instructional Practices which are specific teaching methods that guide interaction in the classroom. These effective practices have been identified through research on student learning. Best Instructional Practices are like vehicles used by teachers to efficiently move students forward in their learning.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/01/2020	\$0	All teaching staff Building Principals Curriculum Director Special Education Director
Technology Instructional Practices	Special Education teachers will learn: 1) effects of specific technologies, 2) effective design characteristics and 3) effective use of such applications. Throughout the school year, the Technology Instructional Coach will work side by side with teachers to enhance their instruction with the use of technology. Teachers will explore technology such as Electronic storybooks, computer-based phonics and vocabulary training programs, software applications that enable children to 'read and write', software applications that are designed for tutorial activities, and educational television programs with a narrative format identifying those that can support for their students.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/01/2020	\$0	Special Education Teachers Special Education Director Technology Instructional Coach Technology Teachers

Westwood 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.

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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

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<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>Professional Learning, Curriculum Development</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>Professional Learning, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2017</p>	<p>06/10/2022</p>	<p>\$1500</p>	<p>All teaching staff, curriculum director and principal.</p>

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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, Professional Learning, Teacher Collaboration	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 Secondary training	<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>	Professional Learning, Academic Support Program, Direct Instruction	Tier 2	Getting Ready	08/18/2017	06/10/2022	\$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>	Professional Learning, Curriculum Development, Walkthrough, Teacher Collaboration	Tier 1	Implement	11/09/2016	06/01/2021	\$44251	Instructional coach, superintendent, curriculum director and principal.

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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.	Professional Learning, Curriculum Development	Tier 1		08/14/2017	06/11/2021	\$0	All classroom teachers, Math IISD consultant, curriculum director and principal.
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>	Professional Learning, Academic Support Program, Curriculum Development	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.	Direct Instruction, Curriculum Development, Materials	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$120000	PLC math team members Building principals Curriculum/ Instruction Superintendent

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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.	Professional Learning, Direct Instruction, Curriculum Development	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, Professional Learning, Teacher Collaboration	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.	Professional Learning, Curriculum Development, Teacher Collaboration	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.	Professional Learning, Curriculum Development, Teacher Collaboration			08/27/2018	06/07/2019	\$340	Reading Middle School coach Reading Coach at Westwood MTSS coordinator

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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, Professional Learning, Teacher Collaboration	Tier 2	Getting Ready	08/22/2018	06/07/2019	\$5000	MTSS coordinator Interventionist Principal
Bridges Math Curriculum Training	The participants will learn how to develop students' deep understandings of mathematical concepts, proficiency with key skills, and the ability to solve complex and novel problems. The teacher will learn how to implement Bridges components of direct instruction, structured investigation, and open exploration. Bridges taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	06/10/2019	06/12/2020	\$6400	All elementary teaching staff Building Principals Curriculum Director
MTSS Grade level meetings	Grade level teams will meet every 6 weeks for Data analysis, RTI groupings, action planning looking at Acadience assessments, SWIS and SRSS.	Professional Learning, Curriculum Development, Other, Teacher Collaboration	Tier 1	Implement	08/20/2018	06/12/2020	\$17700	Grade level building teams Building Principal MTSS District Coordinator
Literacy Coaches Networks	The theme of the Literacy Coaching Network this year will be "In what ways will we empower ALL learners?" We will be using LCN this year to support professional learning to increase our capacity to empower all learners.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/12/2020	\$200	Title One Teachers Building Principals Curriculum Director Instructional Coach
Acadience Assessment Training	New DK- 6 teachers will be trained in how to give the Acadience Next Assessment and how to interpret the data	Professional Learning	Tier 1	Implement	08/01/2019	01/10/2020	\$140	New staff Building Principals MTSS Assessment Coordinator

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REWARDS training	REWARDS Secondary introduces students to a unique multisyllabic word reading strategy. This strategy, developed by Dr. Anita Archer, has been proven effective in helping students to: <ul style="list-style-type: none"> • Break words into manageable, decodable chunks • Read long words in content area textbooks • Increase oral and silent reading fluency • Improve comprehension as decoding and fluency increase 	Professional Learning, Academic Support Program	Tier 2	Implement	08/06/2018	06/10/2022	\$120	Tier 2 teaching staff Building Principals MTSS District Coordinator
Behavior Coaches Network	Participants will learn the principles of coaching and building capacity in others to implement restorative practices and other strategies to align with systems of support. The series includes a book study and surrounds a trauma-informed approach.	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$300	Behavior Coaches Building Principals MTSS District Coordinator
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 mathematics 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 a particular vocabulary, mathematically practices, and so on that students need to learn. Instructional coaches help teachers improve the quality of their instruction, combining both content and math skills.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/10/2022	\$80000	Curriculum Distracor
MEMPSA Conference	Participants will learn more leadership opportunities and opportunities for collaboration with other Principals.	Professional Learning	Tier 1	Implement	08/02/2019	06/12/2020	\$1000	Building Principal
Trauma in the Classroom - PBIS	This training will explore classroom management strategies as they are aligned with positive behavior supports and interventions. Participants will learn how the effects of trauma and adverse childhood experiences impact classroom learning and teaching strategies that support student achievement.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$250	Behavior Coaches

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Behavior Coaches Network	Participants will learn the principles of coaching and building capacity in others to implement restorative practices and other strategies to align with systems of support. The series includes a book study and surrounds a trauma-informed approach	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1		08/19/2019	06/12/2020	\$200	Behavior Coaches
ELA Elementary Curriculum Camp	One teacher from each grade level will collaborate side by side with the curriculum director to review the specific strengths and weaknesses of a curriculum and its implementation; critical information for strategic changes and policy decisions; inputs needed for improved learning and teaching; assessments and develop Indicators for monitoring.	Policy and Process, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/05/2019	08/16/2019	\$2700	Curriculum Director ELA PLC team members

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

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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.
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, Professional Learning, Teacher Collaboration	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.	Professional Learning, Academic Support Program	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.

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REWARDS Secondary training	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	Professional Learning, Academic Support Program, Direct Instruction	Tier 2	Getting Ready	08/18/2017	06/10/2022	\$80	Interventionist and reading teachers, curriculum director and principal.
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:</p> <ul style="list-style-type: none"> 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 <p>Participants view videos of classroom close reading lessons and have an opportunity to prepare a text selection for a close reading lesson.</p> <p>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>	Academic Support Program, Professional Learning, Curriculum Development	Tier 1		08/23/2016	06/11/2021	\$500	Classroom Teachers, reading teacher, curriculum director and principal.

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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>	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$500	Technology teachers, curriculum director and principal
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	06/01/2020	\$0	CMP teachers, MSU staff trainers, 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, Professional Learning, Teacher Collaboration	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.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1		08/27/2018	06/07/2019	\$150	MTSS coach MTSS coordinator Principals Training staff

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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.	Professional Learning, Curriculum Development, Teacher Collaboration			08/27/2018	06/07/2019	\$340	Reading Middle School coach Reading Coach at Westwood MTSS coordinator
MTSS Grade level meetings	Grade level teams will meet every 6 weeks for Data analysis, RTI groupings, action planning looking at Acadience assessments, SWIS and SRSS.	Professional Learning, Curriculum Development, Other, Teacher Collaboration	Tier 1	Implement	08/20/2018	06/12/2020	\$17700	Grade level building teams Building Principal MTSS District Coordinator
Acadience Assessment Training	New DK- 6 teachers will be trained in how to give the Acadience Next Assessment and how to interpret the data	Professional Learning	Tier 1	Implement	08/01/2019	01/10/2020	\$140	New staff Building Principals MTSS Assessment Coordinator

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Acadience Assessment Training 7-9	<p>Acadience Reading 7-9 (Content Area Reading Indicators) is a formative assessment for 7th to 9th grade students. It is directly aligned with the Common Core Standards in Language Arts, Science, and Social Studies and includes a Maze comprehension, a Silent Reading comprehension, and an Oral Reading comprehension measure. Each measure is arranged in triads, which include one science passage, one social studies passage, and one prose passage.</p> <p>Maze is a group-administered measure that assesses general reading comprehension. During a Maze task, the student is presented with a reading passage in which some words are replaced by a multiple choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning of the sentence. A Maze triad of passages takes approximately 10 minutes to complete and approximately 5-7 minutes per student for teachers to score.</p> <p>The Silent Reading (SR) comprehension portion of Acadience Reading 7-9 is a group-administered measure that assesses vocabulary, sentence comprehension (passage details), and inference. Students are given up to 45 minutes to read three passages and answer 15 questions about each passage. Silent Reading is quickly scored with an answer key.</p> <p>The Oral Reading (OR) portion is an individually administered measure that assesses oral reading fluency, accuracy, and comprehension. During an OR task, the student is given 90 seconds to read each passage out loud. At the end of 90 seconds, a brief comprehension component is administered. An OR triad of passages takes approximately 10 minutes to complete.</p> <p>The guidelines for administering Acadience Reading 7-9 include gating procedures so that the group-administered, less time-intensive components are given to more students while the individually administered, more time-intensive components are administered to fewer students, on an as-needed basis.</p>	Professional Learning, Academic Support Program, Other	Tier 1	Implement	08/01/2019	06/10/2022	\$120	Middle School ELA teacher leaders and freshman teacher leaders Building Principals MTSS Assessment Coordinator
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REWARDS training	REWARDS Secondary introduces students to a unique multisyllabic word reading strategy. This strategy, developed by Dr. Anita Archer, has been proven effective in helping students to: <ul style="list-style-type: none"> • Break words into manageable, decodable chunks • Read long words in content area textbooks • Increase oral and silent reading fluency • Improve comprehension as decoding and fluency increase 	Professional Learning, Academic Support Program	Tier 2	Implement	08/06/2018	06/10/2022	\$120	Tier 2 teaching staff Building Principals MTSS District Coordinator
Explicit Academic Vocabulary Strategies	A critical component of literacy instruction is the explicit instruction of key vocabulary and background knowledge, especially as they pertain to informational text in the content areas. In this session, attendees will learn the why and how of word selection. Through modeling and practice, participants will also learn to integrate active participation strategies with an explicit instruction routine. Finally, attendees will plan for the teaching of selected vocabulary for one of their classes.	Professional Learning, Direct Instruction	Tier 1	Implement	08/02/2019	06/12/2020	\$120	Middle and high school teachers Building principals Curriculum Director
Current Emerging Drug Trends	Participants will learn more about vaping, and how to educate students on the effects of vaping and other items that they are exposed to throughout middle school and high school.	Behavioral Support Program	Tier 1	Implement	08/02/2019	06/12/2020	\$0	Teaching Staff Building Principal
Student Mental Health Summit	Student Leadership Group- Equip students and teachers with strategies on how to support one another in regards to mental health. One goal for our MiBLSi Student Leadership group is to get them more involved in other capacities besides just picking "rewards". This will provide them with tools to get them through the rest of their lives.	Other, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$700	Building Principal Dean of Students Students
CMP Users Conference	CMP Classroom Strategies- how and where to incorporate other items into the CMP curriculum. It provides teachers with opportunities to collaborate with other school districts that also use CMP in their school.	Professional Learning, Direct Instruction	Tier 1		08/19/2019	06/12/2020	\$650	Building Principal Curriculum Director CMP Teachers
MEMPSA Conference	Participants will learn more leadership opportunities and opportunities for collaboration with other Principals.	Professional Learning	Tier 1	Implement	08/02/2019	06/12/2020	\$1000	Building Principal

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REWARDS Plus	<p>REWARDS Plus is designed for struggling readers in middle and high school. The research-based strategies from REWARDS Intermediate and REWARDS Secondary are expanded to cement skills and increase transfer to reading informational text. REWARDS Plus:</p> <p>Ensures transference of REWARDS word-attack strategies to social studies and science texts Provides extra practice and builds students' stamina and automaticity in content-area classes Helps students learn to interpret and read advanced infographics, maps, and timelines Deepens reading comprehension through close reading of informational text Builds content-specific vocabulary Builds expository writing skills through short answer, summary, and extended response writing</p>	Professional Learning, Academic Support Program	Tier 2		08/20/2018	06/01/2020	\$160	Interventionists
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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 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
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.

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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, Professional Learning, Teacher Collaboration	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.
Math Assessment Project	Teachers will create and use performance-based tasks to assess student learning.	Academic Support Program, Curriculum Development	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.

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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.	Professional Learning, Academic Support Program	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.

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Acadience Assessment Training 7-9	<p>Acadience Reading 7-9 (Content Area Reading Indicators) is a formative assessment for 7th to 9th grade students. It is directly aligned with the Common Core Standards in Language Arts, Science, and Social Studies and includes a Maze comprehension, a Silent Reading comprehension, and an Oral Reading comprehension measure. Each measure is arranged in triads, which include one science passage, one social studies passage, and one prose passage.</p> <p>Maze is a group-administered measure that assesses general reading comprehension. During a Maze task, the student is presented with a reading passage in which some words are replaced by a multiple choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning of the sentence. A Maze triad of passages takes approximately 10 minutes to complete and approximately 5-7 minutes per student for teachers to score.</p> <p>The Silent Reading (SR) comprehension portion of Acadience Reading 7-9 is a group-administered measure that assesses vocabulary, sentence comprehension (passage details), and inference. Students are given up to 45 minutes to read three passages and answer 15 questions about each passage. Silent Reading is quickly scored with an answer key.</p> <p>The Oral Reading (OR) portion is an individually administered measure that assesses oral reading fluency, accuracy, and comprehension. During an OR task, the student is given 90 seconds to read each passage out loud. At the end of 90 seconds, a brief comprehension component is administered. An OR triad of passages takes approximately 10 minutes to complete.</p> <p>The guidelines for administering Acadience Reading 7-9 include gating procedures so that the group-administered, less time-intensive components are given to more students while the individually administered, more time-intensive components are administered to fewer students, on an as-needed basis.</p>	Professional Learning, Academic Support Program, Other	Tier 1	Implement	08/01/2019	06/10/2022	\$120	Middle School ELA teacher leaders and freshman teacher leaders Building Principals MTSS Assessment Coordinator
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REWARDS training	REWARDS Secondary introduces students to a unique multisyllabic word reading strategy. This strategy, developed by Dr. Anita Archer, has been proven effective in helping students to: <ul style="list-style-type: none"> • Break words into manageable, decodable chunks • Read long words in content area textbooks • Increase oral and silent reading fluency • Improve comprehension as decoding and fluency increase 	Professional Learning, Academic Support Program	Tier 2	Implement	08/06/2018	06/10/2022	\$120	Tier 2 teaching staff Building Principals MTSS District Coordinator
Explicit Academic Vocabulary Strategies	A critical component of literacy instruction is the explicit instruction of key vocabulary and background knowledge, especially as they pertain to informational text in the content areas. In this session, attendees will learn the why and how of word selection. Through modeling and practice, participants will also learn to integrate active participation strategies with an explicit instruction routine. Finally, attendees will plan for the teaching of selected vocabulary for one of their classes.	Professional Learning, Direct Instruction	Tier 1	Implement	08/02/2019	06/12/2020	\$120	Middle and high school teachers Building principals Curriculum Director
MEMPSA Conference	Participants will learn more leadership opportunities and opportunities for collaboration with other Principals.	Professional Learning	Tier 1	Implement	08/02/2019	06/12/2020	\$1000	Building Principal
REWARDS Plus	REWARDS Plus is designed for struggling readers in middle and high school. The research-based strategies from REWARDS Intermediate and REWARDS Secondary are expanded to cement skills and increase transfer to reading informational text. REWARDS Plus: <p>Ensures transference of REWARDS word-attack strategies to social studies and science texts Provides extra practice and builds students' stamina and automaticity in content-area classes Helps students learn to interpret and read advanced infographics, maps, and timelines Deepens reading comprehension through close reading of informational text Builds content-specific vocabulary Builds expository writing skills through short answer, summary, and extended response writing</p>	Professional Learning, Academic Support Program	Tier 2		08/20/2018	06/01/2020	\$160	Interventionists
EcCon Conference	Participants will learn laws, changes, and educational trends	Professional Learning	Tier 1	Implement	06/24/2019	06/30/2020	\$950	Building Principals

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Googlefest	Participants will learn more professional and instructional applications within google	Professional Learning, Technology	Tier 1		08/19/2019	06/01/2020	\$120	Technology teacher Building principal Technology Instructional Coach
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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.
Inervention 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.

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FAME team	Formative Assessment team is working with the measured progress professional development series to learn about, and implement formative assessments into the curriculum.	Professional Learning, Academic Support Program	Tier 1	Implement	08/22/2016	06/09/2017	\$1250	FAME team members, building principal and curriculum director
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.	Professional Learning, Academic Support Program, Behavioral Support Program	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	Implement	08/23/2017	06/12/2020	\$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. 	Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/22/2017	06/08/2018	\$0	Classroom teachers, curriculum director, ELA team and principal.

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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.	Professional Learning, Curriculum Development	Tier 1	Implement	08/21/2017	06/10/2022	\$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, Professional Learning, Teacher Collaboration	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.	Academic Support Program, Professional Learning, Direct Instruction	Tier 2	Getting Ready	08/21/2017	06/08/2018	\$180	Classroom teachers, Interventionists, curriculum director and principal.

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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.	Professional Learning, Curriculum Development	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	Professional Learning, Curriculum Development, Walkthrough, Teacher Collaboration	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.	Professional Learning, Curriculum Development	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.

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<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>Professional Learning, Academic Support Program, Curriculum Development</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>Direct Instruction, Curriculum Development, Materials</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>

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<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>Professional Learning, Direct Instruction, Curriculum Development</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>Professional Learning, Curriculum Development, Teacher Collaboration, Materials</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>

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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.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1		08/27/2018	06/07/2019	\$150	MTSS coach MTSS coordinator Principals Training staff
Bridges Math Curriculum Training	The participants will learn how to develop students' deep understandings of mathematical concepts, proficiency with key skills, and the ability to solve complex and novel problems. The teacher will learn how to implement Bridges components of direct instruction, structured investigation, and open exploration. Bridges taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	06/10/2019	06/12/2020	\$6400	All elementary teaching staff Building Principals Curriculum Director
Kindergarten Readiness Assessment Training	Teachers will receive a 2-day training for new teachers and a refresher course for those who have already been trained in the implementation of the KRA assessment components.	Professional Learning	Tier 1	Implement	08/01/2019	10/31/2019	\$1209	Dk and Kindergarten staff Building Principal Curriculum Director
MTSS Grade level meetings	Grade level teams will meet every 6 weeks for Data analysis, RTI groupings, action planning looking at Acadience assessments, SWIS and SRSS.	Professional Learning, Curriculum Development, Other, Teacher Collaboration	Tier 1	Implement	08/20/2018	06/12/2020	\$17700	Grade level building teams Building Principal MTSS District Coordinator

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Enhanced Core Reading Instruction Training	<p>Professional development books provide PD for interventionists, teachers, and school leaders, regardless of the core reading program being used.</p> <p>Enhanced Core Reading Instruction utilizes predictable, explicit and effective instructional routines.</p> <p>Specific core reading program enhancements are available for grades K, 1 and 2 with the following core reading programs*:</p> <p>Houghton Mifflin Harcourt – Journeys Common 2017</p> <p>Houghton Mifflin Harcourt – Journeys Common Core 2014</p> <p>Houghton Mifflin Harcourt – Journeys 2011</p> <p>Scott Foresman – Reading Street Common Core 2013</p> <p>Scott Foresman – Reading Street 2011</p> <p>Pearson – ReadyGEN 2014</p> <p>McGraw-Hill – Wonders 2014 and Wonders 2017</p> <p>The Tier 2 Foundational Skills Intervention materials provide interventionists with 150 ready-to-use daily foundational skills lessons that are directly aligned with the core reading program and are intended to be pre-taught to Tier 2 students to promote success in the core curriculum.</p> <p>The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons available in the Tier 2 Foundational Skills Intervention. Teachers may use these lessons with their whole class OR with small groups to enhance their core reading instruction for all students. By presenting the same lessons pre-taught to Tier 2 students, teachers increase the likelihood of success for their students.</p> <p>Aligned with Common Core State Standards</p> <p>Rigorous research studies demonstrate the intervention’s positive impact on reading achievement for at-risk readers.</p> <p>Developed with support from the US Department of Education Institute of Education Sciences.</p> <p>Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, the fidelity of implementation, targeted outcome measures and broad outcome measures.</p>	Professional Learning	Tier 1		08/06/2018	06/12/2020	\$2700	Teaching Staff Building Principal Curriculum Director
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<p>ECRI Coaches Training</p>	<p>Professional development books provide PD for interventionists, teachers, and school leaders, regardless of the core reading program being used. Enhanced Core Reading Instruction utilizes predictable, explicit and effective instructional routines. Specific core reading program enhancements are available for grades K, 1 and 2 with the following core reading programs*: Houghton Mifflin Harcourt – Journeys Common 2017 Houghton Mifflin Harcourt – Journeys Common Core 2014 Houghton Mifflin Harcourt – Journeys 2011 Scott Foresman – Reading Street Common Core 2013 Scott Foresman – Reading Street 2011 Pearson – ReadyGEN 2014 McGraw-Hill – Wonders 2014 and Wonders 2017 The Tier 2 Foundational Skills Intervention materials provide interventionists with 150 ready-to-use daily foundational skills lessons that are directly aligned with the core reading program and are intended to be pre-taught to Tier 2 students to promote success in the core curriculum. The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons available in the Tier 2 Foundational Skills Intervention. Teachers may use these lessons with their whole class OR with small groups to enhance their core reading instruction for all students. By presenting the same lessons pre-taught to Tier 2 students, teachers increase the likelihood of success for their students. Aligned with Common Core State Standards Rigorous research studies demonstrate the intervention’s positive impact on reading achievement for at-risk readers. Developed with support from the US Department of Education Institute of Education Sciences. Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, the fidelity of implementation, targeted outcome measures and broad outcome measures.</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>05/03/2019</p>	<p>06/12/2020</p>	<p>\$2500</p>	<p>ECRI coaches Building Principal Curriculum Director</p>
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Reading Foundational Skills - Strengthening K Phonics instruction	Participants will be able to articulate the link between the Big Ideas of Reading and the Common Core State Standards as well as describe the “what”, “why” and “how” of phonemic awareness and basic phonics instruction. Participants will also be able to explain how universal screening data aligns with the Common Core State Standards Reading Foundational Skills and how its use is paramount in building a strong Multi-Tier System of Support (MTSS) Framework. Finally, participants will also become familiar with evidence-based best practice instructional routines for teaching the Kindergarten reading foundational skills of the CCSS and practice embedding these routines into a lesson planning template for core reading instruction.	Professional Learning	Tier 1	Implement	09/09/2019	09/20/2019	\$290	Dk and K teachers Building Principal Curriculum Director
Literacy Coaches Networks	The theme of the Literacy Coaching Network this year will be “In what ways will we empower ALL learners?” We will be using LCN this year to support professional learning to increase our capacity to empower all learners.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/12/2020	\$200	Title One Teachers Building Principals Curriculum Director Instructional Coach
ECRI Tier 3 / Reading Works Coaching	The Tier 2 and 3 Foundational Skills Intervention materials provide interventionists with 150 ready-to-use daily foundational skills lessons that are directly aligned with the core reading program and are intended to be pre-taught to Tier 2 and 3 students to promote success in the core curriculum. The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons available in Tier 2 and 3 Foundational Skills Intervention. Teachers may use these lessons with their whole class OR with small groups to enhance their core reading instruction for all students. By presenting the same lessons pre-taught to Tier 2 and 3 students, teachers increase the likelihood of success for their students.	Professional Learning, Direct Instruction	Tier 3	Implement	08/19/2019	06/12/2020	\$270	Tier 2/3 teacher Special Education Director Building Principal Curriculum Director
Acadience Assessment Training	New DK- 6 teachers will be trained in how to give the Acadience Next Assessment and how to interpret the data	Professional Learning	Tier 1	Implement	08/01/2019	01/10/2020	\$140	New staff Building Principals MTSS Assessment Coordinator

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World of Wonders	New DK teachers will be trained in the core curriculum in order to implement the Reading Wonders / World of Wonders program with fidelity.	Professional Learning	Tier 1		08/12/2019	06/10/2022	\$760	DK Teachers Building Principals Curriculum Director
Behavior Coaches Network	Participants will learn the principles of coaching and building capacity in others to implement restorative practices and other strategies to align with systems of support. The series includes a book study and surrounds a trauma-informed approach.	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$300	Behavior Coaches Building Principals MTSS District Coordinator
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 mathematics 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 a particular vocabulary, mathematically practices, and so on that students need to learn. Instructional coaches help teachers improve the quality of their instruction, combining both content and math skills.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/10/2022	\$80000	Curriculum Director
MEMPSA Conference	Participants will learn more leadership opportunities and opportunities for collaboration with other Principals.	Professional Learning	Tier 1	Implement	08/02/2019	06/12/2020	\$1000	Building Principal
Trauma in the Classroom - PBIS	This training will explore classroom management strategies as they are aligned with positive behavior supports and interventions. Participants will learn how the effects of trauma and adverse childhood experiences impact classroom learning and teaching strategies that support student achievement.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$250	Behavior Coaches

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Behavior Coaches Network	Participants will learn the principles of coaching and building capacity in others to implement restorative practices and other strategies to align with systems of support. The series includes a book study and surrounds a trauma-informed approach	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1		08/19/2019	06/12/2020	\$200	Behavior Coaches
ELA Elementary Curriculum Camp	One teacher from each grade level will collaborate side by side with the curriculum director to review the specific strengths and weaknesses of a curriculum and its implementation; critical information for strategic changes and policy decisions; inputs needed for improved learning and teaching; assessments and develop Indicators for monitoring.	Policy and Process, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/05/2019	08/16/2019	\$2700	Curriculum Director ELA PLC team members