

# MICIP Portfolio Report

## Lake Shore Public Schools (Macomb)

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### Goals Included

#### Active

- Improve District State Assessment Math Proficiency
  - Improve ELA standardized assessment scores
  - Increase student engagement in learning.
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### Buildings Included

#### Open-Active

- Kennedy Middle School
  - Lake Shore High School
  - Masonic Heights Elementary School
  - North Lake High School
  - Rodgers Elementary School
  - Violet Elementary School
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### Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

# MICIP Portfolio Report

## Lake Shore Public Schools (Macomb)

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### Increase student engagement in learning.

*Status:* ACTIVE

*Statement:* Students will be prepared to compete and succeed in continued education, careers, and as citizens upon graduation from Lake Shore Public Schools. Success will be measured by 95% graduation rate and decrease in chronic absences by 5%.

*Created Date:* 06/23/2022

*Target Completion Date:* 06/30/2026

**Strategies:**

(1/2): **Guaranteed and Viable Curriculum**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/24/2022

**Due Date:** 06/30/2025

**Summary:** A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

**Buildings:** All Active Buildings

**Total Budget:** \$150,000.00

- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

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| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
PLCs	Rachelle Wynkoop	06/24/2022	06/30/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Curriculum Resource for CI programs as a response to our low special ed scores	Rachelle Wynkoop	06/24/2022	06/30/2025	ONTARGET
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>• Kennedy Middle School</li> </ul>				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"><li>• Lake Shore High School</li><li>• Rodgers Elementary School</li></ul>				

**(2/2): Social Skills Training**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/24/2022

**Due Date:** 06/30/2025

**Summary:** Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms.

A variety of social skills training approaches and curricula are available. For example, teachers may use a structured approach to explain to students how to enact a desired behavior by providing examples and reinforcing targeted behaviors through questions, answers, and other feedback. An example of a more nuanced approach (often referred to as “incidental teaching”) is when teachers respond to student-generated utterances, interactions, and behavior to encourage the desired social skills (such as rewarding positive play).

**Buildings:** All Active Buildings

**Total Budget:** \$25,000.00

- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

**Communication:**

**Method**

- Other
- Presentations
- District Website Update
- Social Media

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Positivity Project	Rachelle Wynkoop	06/24/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Navigate 360	Rachelle Wynkoop	06/24/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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## Improve ELA standardized assessment scores

*Status:* ACTIVE

*Statement:* Increase ELA scores, including subgroups, by 5% by Assessments spring 2026.

*Created Date:* 06/26/2023

*Target Completion Date:* 10/03/2026

## Strategies:

### (1/9): Comprehensive Literacy Instruction for Students with Significant Disabilities and Complex Communication Needs

*Owner:* Rachele Wynkoop

*Start Date:* 06/26/2023

*Due Date:* 10/03/2026

*Summary:* Students with significant disabilities can and do learn to read conventionally provided comprehensive, supportive daily instruction that addresses word reading, written language comprehension, and fluency. The specific components of comprehensive emergent or conventional instruction differ; however, both explicitly address multiple components and focus on interaction, engagement, and constructing understanding rather than the mastery of sequentially more complex skills. Comprehensive literacy instruction relies on an interprofessional collaborative team that includes parents, teachers, ancillary staff including Speech-Language Pathologists, and students with significant disabilities themselves.

Not unlike students without significant disabilities, learning begins with emergent literacy. Students who are emergent literacy learners may not yet: know most of the letters most of the time, actively engage in shared reading activities, have a consistent means of communicating, and/or understand that writing involves words and letters.

The goals of emergent literacy instruction include developing: an understanding of concepts of print, alphabetic and phonological awareness, language comprehension, and communication skills required to interact with others about reading and writing.

Elements of comprehensive emergent literacy instruction include: shared reading, independent reading, independent writing, alphabet knowledge, and phonological awareness.

As a student begins to demonstrate evidence that they understand and are able to make sense of print and that it carries meaning, it is time to shift to comprehensive conventional instruction. Students with significant disabilities who have had adequate emergent literacy learning opportunities are most likely to benefit from a shift to comprehensive, conventional literacy instruction when they can: identify most of the letters most of the time, understand that print has meaning, express interest and engagement during shared reading, and have a functional way to communicate, initiate, and interact.

Elements of comprehensive conventional literacy instruction include: reading comprehension through the anchor, read, apply strategy, self-directed reading, word study through making words and onset-rime instruction, and independent writing.

*Buildings:* All Active Buildings

*Total Budget:* \$500,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

*Communication:*

Method

- Other
- School Board Meeting
- Presentations
- Parent Newsletter
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

*Strategy Implementation Plan Activities*

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching	Rachelle Wynkoop	06/26/2023	10/03/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				



**(2/9): Essential Instructional Practices Grades 4-5**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/26/2023

**Due Date:** 10/03/2026

**Summary:** "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

**Buildings:** All Active Buildings

**Total Budget:** \$75,000.00

- General Fund (Other)

**Communication:**

- |   |   |
|---|---|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|---|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
K-5 curriculum adoption	Rachelle Wynkoop	06/26/2023	10/03/2026	ONTARGET

**Activity Buildings:**

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"><li>• Masonic Heights Elementary School</li><li>• Rodgers Elementary School</li><li>• Violet Elementary School</li></ul>				

**(3/9): Direct Instruction**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/26/2023

**Due Date:** 10/03/2026

**Summary:** Direct Instruction refers to a family of interventions that includes all Direct Instruction products (DISTAR and Language for Learning), as well as to all versions past and present. Direct Instruction includes teaching techniques that are fast-paced, teacher-directed, and explicit with opportunities for student response and teacher reinforcement or correction.

**Buildings**

- Masonic Heights Elementary School
- Rodgers Elementary School
- Violet Elementary School

**Total Budget:** \$75,000.00

- General Fund (Other)

**Communication:**

**Method**

- Other
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

**Audience**

- Educators
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
K-5 Curriculum Adoption CKLA	Rachelle Wynkoop	06/26/2023	10/03/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/9): Essential Instructional Practices Grades K-3**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/26/2023

**Due Date:** 10/03/2026

**Summary:** Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

**Buildings**

- Masonic Heights Elementary School
- Rodgers Elementary School
- Violet Elementary School

**Total Budget:** \$75,000.00

- General Fund (Other)

**Communication:**

- |   |   |
|---|---|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
K-5 ELA Curriculum Adoption; Literacy Instructional Coaching	Rachelle Wynkoop	06/26/2023	10/03/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(5/9): Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/26/2023

**Due Date:** 10/03/2026

**Summary:** "The purpose of this set of essential instructional practices for grades 6 through 12 (English Language Arts) is to improve Michigan students’ academic literacies and content learning at the secondary level. Professional development throughout the state can focus on these research-supported literacy instructional practices (10) for regular use in the classroom. Expert research suggests that 10 sets of practices outlined in this document can have a positive impact on both literacy development and conceptual learning of content. The consistent use of these practices in every Michigan classroom can make a measurable, positive difference in student learning and improve the state’s literacy achievement. The English Language Arts Essential Practices are: 1) Problem-based instruction 2) Diverse texts and abundant reading opportunities in the school 3) Intentional and standards-aligned instruction in disciplinary reading practices 4) Intentional and standards-aligned instruction in disciplinary writing 5) Higher-order discussion of increasingly complex text across varying participation structures 6) Opportunities for and instruction in critically viewing, speaking and listening 7) Intentional efforts to build vocabulary and conceptual knowledge 8) Ongoing observation and assessment of students’ language and literacy development that informs their education 9) Community networking to tap into available funds of knowledge in support of developing students’ knowledge and identities 10) Metadiscursive awareness within and across academic and cultural domains (attention to language use at the “meta” level, e.g. talking about talk)"

**Buildings**

- Kennedy Middle School
- Lake Shore High School
- North Lake High School

**Total Budget:** \$500,000.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

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|---|---|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Instructional coaching	Rachelle	06/26/2023	10/03/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
	Wynkoop			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
6-12 Curriculum pilots and adoption	Rachelle Wynkoop	06/26/2023	10/03/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(6/9): Michigan Department of Education Early Literacy Coaching Model**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/26/2023

**Due Date:** 10/03/2026

**Summary:** "The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan’s Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases."

**Buildings**

- Masonic Heights Elementary School
- Rodgers Elementary School
- Violet Elementary School

**Total Budget:** \$375,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

**Communication:**

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|---|---|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Educator On Loan-ELA Literacy Coach	Rachelle Wynkoop	06/26/2023	10/03/2026	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan

**(7/9): MTSS - Literacy (Reading)**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/26/2023

**Due Date:** 10/03/2026

**Summary:** The reading components of a Multi-Tiered System of Supports include systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition, and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

**Buildings:** All Active Buildings

**Total Budget:** \$500,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Special Education Foundation (51A) (State Funds)

**Communication:**

- | Method                 | Audience       |
|------------------------|----------------|
| • Other                | • Educators    |
| • School Board Meeting | • Staff        |
| • Presentations        | • School Board |
| • Parent Newsletter    | • Parents      |
| • Social Media         |                |

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Data Informed Tiered Intervention	Rachelle Wynkoop	06/26/2023	10/03/2026	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan



**(8/9): Phonological Awareness Training**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/26/2023

**Due Date:** 10/03/2026

**Summary:** Phonological Awareness Training is a general practice aimed at enhancing young children’s phonological awareness abilities. Phonological awareness refers to the ability to detect or manipulate the sounds in words independent of meaning and is considered a precursor to reading. Phonological Awareness Training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration.

**Buildings**

- Masonic Heights Elementary School
- Rodgers Elementary School
- Violet Elementary School

**Total Budget:** \$220,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)
- Special Education Foundation (51A) (State Funds)

**Communication:**

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| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Haggerty and CKLA	Rachelle Wynkoop	06/26/2023	10/03/2026	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(9/9): Virtual Literacy Coaching**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/26/2023

**Due Date:** 10/03/2026

**Summary:** Virtual coaching is coaching that takes place using digital platforms for recording instruction and collaborating to improve teaching and learning. It typically allows more time for reflective practice and is more efficient and convenient compared to face-to-face coaching. Research shows it works.

**Buildings**

- Kennedy Middle School
- Lake Shore High School
- North Lake High School

**Total Budget:** \$240,000.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

**Communication:**

**Method**

- Other
- School Board Meeting
- Presentations
- Parent Newsletter
- Social Media

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Coaching Cycles with CBD and MISD Consultants	Rachelle Wynkoop	06/26/2023	10/03/2026	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan

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## Improve District State Assessment MathProficiency

*Status:* ACTIVE

*Statement:* Our goal is to provide access to quality instruction and intervention support, in order to improve math scores by 5% by 2025

*Created Date:* 06/08/2023

*Target Completion Date:* 06/15/2025

**Strategies:**

(1/8): Competency: Curriculum - Guaranteed and Viable Curriculum

Owner: Rachelle Wynkoop

Start Date: 06/08/2023

Due Date: 06/15/2025

Summary: Develop and operationalize a coherent plan for achieving defined learning outcomes as outlined in student standards.

Buildings: All Active Buildings

Total Budget: \$300,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• Parent Newsletter	• School Board
• Social Media	• Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Evaluate, Pilot and Adopt curriculum resource	Rachelle Wynkoop	06/08/2023	06/15/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/8): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/08/2023

**Due Date:** 06/15/2025

**Summary:** A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

**Buildings**

- Kennedy Middle School
- Lake Shore High School
- North Lake High School

**Total Budget:** \$20,000.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

**Communication:**

Method

- Other
- School Board Meeting
- Presentations
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Professional Development	Rachelle Wynkoop	06/08/2023	06/15/2025	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan

**(3/8): Curriculum Planning**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/08/2023

**Due Date:** 06/15/2025

**Summary:** Curriculum planning supports districts and schools by supporting teachers to implement curriculum in ways that supports all students to reason and problem solve. Within each lesson, teachers identify and modify tasks (as outlined by the National Council of Teachers of Mathematics) to support students' exploration, collaboration, and reasoning and problem solving related to the identified learning target. As tasks are identified/modified, they are housed within a district-level curriculum document that supports all teachers within the district to implement the district adopted text in ways that aligns with standards- and evidence-based instruction in mathematics.

**Buildings:** All Active Buildings

**Total Budget:** \$15,000.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)

**Communication:**

- |  |   |
|--|---|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|--|---|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
District Curriculum Council Meetings and grade level/ department PLCS	Rachelle Wynkoop	06/08/2023	06/15/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/8): Discourse in middle school math and science classrooms**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/08/2023

**Due Date:** 06/15/2025

**Summary:** Professional learning for middle school math & science teachers to strengthen math & science classroom discourse. Middle school students who regularly engage in discourse with their classmates and teacher develop stronger and reasoning and language skills. They learn math & science more flexibly and deeply. Together, we will explore how to create more opportunities for students to reason together, teacher discussion moves to facilitate and deepen students' reasoning, student discourse moves for collaborative and critical thinking, and tips for starting and extending student discourse in your classroom.

**Buildings**

- Kennedy Middle School
- Lake Shore High School
- North Lake High School

**Total Budget:** \$10,000.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

Method

- Other
- School Board Meeting
- Presentations
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
PD, resources, and coaching on discourse	Rachelle Wynkoop	06/08/2023	06/15/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(5/8): Illustrative Mathematics Curricula**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/08/2023

**Due Date:** 06/15/2025

**Summary:** IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures. This shift occurs when each mathematics teacher, Special Education teacher, paraprofessional and building administrator engages in intensive, ongoing professional learning and coaching to sustain implementation of the resource with fidelity.

**Buildings**

- Kennedy Middle School
- Lake Shore High School

**Total Budget:** \$100,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

**Communication:**

- |   |  |
|---|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|--|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Pilot and Adopt	Rachelle Wynkoop	06/08/2023	06/15/2025	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				



**(6/8): Essential Instructional Practices for Early Mathematics, PreK - Grade 3**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/08/2023

**Due Date:** 06/15/2025

**Summary:** The Essential Instructional Practices for Early Mathematics, PreK - Grade 3 will help improve instructional practices: Educators engaging in ongoing professional learning to develop a deep understanding of these values and practices in a collaborative and supportive collegial environment will be able to, over time, fundamentally and positively change their students’ learning of mathematics, their relationship with mathematics, and their identity as young mathematicians. The Essential Instructional Practices for Early Mathematics, PreK - Grade 3 will be the tool used in the ongoing professional development over a three-year period.

**Buildings**

- Masonic Heights Elementary School
- Rodgers Elementary School
- Violet Elementary School

**Total Budget:** \$400,000.00

- At Risk (31-A) (State Funds)

**Communication:**

**Method**

- Other
- School Board Meeting
- Presentations
- Social Media

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching	Rachelle Wynkoop	06/08/2023	06/15/2025	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan

**(7/8): Math Recovery Targeted Lower Elementary Intervention**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/08/2023

**Due Date:** 06/15/2025

**Summary:** Student achievement in mathematics will increase, through use of targeted intervention, focusing on multiple representation, students organizing and generalizing using reflection, student engagement strategies, and multiple problem formats. Teacher professional development will occur over the course of two years and one on one coaching will be used to improve the implementation of the Math Recovery Intervention Specialist Course. MATHematical topics include: Number words and numerals, addition & subtraction, Structuring Number, and Conceptual Place Value.

**Buildings**

- Masonic Heights Elementary School
- Rodgers Elementary School
- Violet Elementary School

**Total Budget:** \$15,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)

**Communication:**

- |   |  |
|---|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|--|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Math Recovery-Ready,Set,Math Intervention	Rachelle Wynkoop	06/08/2023	06/15/2025	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan

**(8/8): Instructional Coaching/Consulting for Mathematics**

**Owner:** Rachelle Wynkoop

**Start Date:** 06/08/2023

**Due Date:** 06/15/2025

**Summary:** "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students’ mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

**Buildings:** All Active Buildings

**Total Budget:** \$60,000.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

**Communication:**

- |   |  |
|---|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|--|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching	Rachelle Wynkoop	06/08/2023	06/15/2025	ONTARGET

**Activity Buildings:** All Buildings in Implementation Plan