



School Improvement Plan

Longacre Elementary School

Farmington Public School District

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and Plans in ASSIST	

2018-19 School Improvement Plan

Overview

Plan Name

2018-19 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Longacre Elementary School will show growth in mathematics.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
2	All students at Longacre Elementary School will show growth in reading.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$10000
3	Students at Longacre Elementary School will demonstrate growth in writing.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0
4	88% of our students will report a positive, equitable learning environment	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Longacre Elementary School will show growth in mathematics.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of one year's growth in one year's time in Mathematics by 06/15/2018 as measured by their rate of improvement on the NWEA assessment from fall to spring..

Strategy 1:

MTSS - Staff will analyze and interpret data (MSTEP, NWEA, and common assessments) in PLCs to identify areas of need and monitor impact of instruction on student learning. Staff will also assign appropriate technology-based activities to support individual learners.

Category: Mathematics

Research Cited: Research found within Bridges in Mathematics resource, Four Disciplines of Execution by Chris McChasney & Sean Covey, Classroom Assessments For Student Learning by Jan Chappuis, et al., Leader In Me initiative (Sean Covey)

Tier: Tier 1

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in differentiated math instruction or flexible math groups; technology may be used to support differentiation.	Academic Support Program, Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	Principal, Teachers, Math Coaches

Strategy 2:

Enhancing Instructional Practices - Teachers will provide sound, evidence-based instructional practices.

Category: Mathematics

Tier: Tier 1

Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Description: Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals, Teachers
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Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Description: Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers

Activity - 8 Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Description: The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.	Teacher Collaboration, Communication, Materials, Walkthrough, Implementation, Technology, Professional Learning, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers, Math Coaches

Activity - Student Self-Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will evaluate their own understanding of an I Can Statement/Power Standard using a grade-level appropriate rating (i.e. 4, 3, 2, 1; thumbs up or thumbs down; etc.)	Evaluation	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers
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Goal 2: All students at Longacre Elementary School will show growth in reading.

Measurable Objective 1:

A 100% increase of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of one year's growth in one year's time in English Language Arts by 06/15/2018 as measured by their rate of improvement on the NWEA assessment from fall to spring or district-mandated assessments (Kindergarten).

Strategy 1:

MTSS - Staff will analyze and interpret data (MSTEP, NWEA, and common assessments) in PLCs to identify areas of need and monitor impact of instruction on student learning. Staff will also assign appropriate technology-based activities to support individual learners.

Category: English/Language Arts

Research Cited: The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction By: R.J. Marzano, 2007, Four Disciplines of Execution by Chris McChasney & Sean Covey, Classroom Assessments For Student Learning by Jan Chappuis, et al., Leader In Me initiative (Sean Covey)

Tier: Tier 1

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in individual or small group instruction based on individual reading needs (i.e. strategy groups, individual conferences, IST groupings, etc.).	Academic Support Program, Monitor, Evaluation, Direct Instruction	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	Principal, Teachers

Activity - Instructional Support Time (IST)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in Instructional Support Time with differentiated ELA lessons.	Getting Ready, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/15/2018	\$10000	General Fund	All K-5 staff will be responsible for implementation of Instructional Support Time within their buildings. School and District Improvement Teams will monitor progress through the continuous improvement process.
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Strategy 2:

Enhancing Instructional Practices - Teachers will provide sound, evidence-based instructional practices.

Category: English/Language Arts

Tier: Tier 1

Activity - Student Self-Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will evaluate their own understanding of an I Can Statement/Power Standard using a grade-level appropriate rating (i.e. 4, 3, 2, 1; thumbs up or thumbs down; etc.).	Evaluation	Tier 1		08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers

Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Description: Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers
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Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Description: Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers

Activity - Literacy Practice #5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Practice #5: Explicit instruction in letter sound relationships (K-3). Students will participate in foundational skills (K-2) or content area vocabulary (3-5) instruction based on the needs of individual grade levels.	Teacher Collaboration, Materials, Walkthrough, Technology, Professional Learning, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers, Literacy Coaches, District Literacy Coordinator

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will track their reading progress in their Leadership Notebook - working toward recording weekly lead measures.	Monitor, Evaluation	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers

Goal 3: Students at Longacre Elementary School will demonstrate growth in writing.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Structure (using the Writing Pathways rubrics) in English Language Arts by 06/15/2018 as measured by a growth of one point in the Structure category from the fall (baseline) to spring nonfiction writing prompt..

Strategy 1:

MTSS - Staff will analyze and interpret data (MSTEP, NWEA, and common assessments) in professional development sessions once per trimester to identify areas of need and monitor impact of instruction on student learning.

Category: English/Language Arts

Research Cited: Classroom Instruction that Works, Marzano, Pickering Pollock; 2001

Langford Learning www.langfordlearning.com, Four Disciplines of Execution by Chris McChasney & Sean Covey, Classroom Assessments For Student Learning by Jan Chappuis, et al., Leader In Me initiative (Sean Covey)

Tier: Tier 1

Activity - Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive specific feedback through individual/small group conferring sessions.	Academic Support Program, Monitor	Tier 1	Monitor	09/03/2013	06/14/2019	\$0	No Funding Required	classroom teachers and support staff

Activity - Writing prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will write to a nonfiction prompt in the fall (baseline) and spring. Prompts will be scored in the area of structure (Writing Pathways rubrics).	Evaluation	Tier 1	Implement	09/05/2017	06/14/2019	\$0	No Funding Required	classroom teachers

Activity - PLC Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze and interpret data from writing prompts in PLCs to identify areas of need and monitor impact of instruction on student learning.	Teacher Collaboration, Evaluation	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers

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Strategy 2:

Enhancing Instructional Practices - Teachers will provide sound, evidence based instructional practices.

Category: English/Language Arts

Tier: Tier 1

Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers

Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers

Activity - Leadership Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use leadership tools to plan their writing in different genres and content areas in the classroom.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers

Activity - Anchor paper assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within each unit/genre students will view and analyze common grade-level anchor paper(s) as a class. The purpose is to establish targets and expectations.	Evaluation, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers

Goal 4: 88% of our students will report a positive, equitable learning environment

Measurable Objective 1:

demonstrate a behavior that 88% of our students will report a positive, equitable learning environment by 06/14/2019 as measured by LACO Survey data.

Strategy 1:

Enhancing Instructional Practices - Teachers will provide sound, evidence based instructional practices.

Category: School Culture

Tier: Tier 1

Activity - Student Six Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning.</p> <p>Visibility- Making every student feel acknowledged and included in the classroom.</p> <p>Engaging Students' Cultures- Incorporating positive elements of students' culture into classroom learning and community building</p> <p>Proximity- Using physical space to engage students and reduce perceived threat.</p> <p>Addressing Race- Talking openly about racial dynamics and how they impact the student experience.</p> <p>Connection to Students' Lives- Making linkages between classroom content and student experiences and perspectives.</p> <p>Connection to Future Selves- Helping students identify their future paths and using classroom experiences to guide students towards personal goals.</p>	Teacher Collaboration, Communication, Implementation, Professional Learning, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principal, Teachers, Central Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing prompts	Students in grades K-5 will write to a nonfiction prompt in the fall (baseline) and spring. Prompts will be scored in the area of structure (Writing Pathways rubrics).	Evaluation	Tier 1	Implement	09/05/2017	06/14/2019	\$0	classroom teachers
Differentiation	Students will participate in individual or small group instruction based on individual reading needs (i.e. strategy groups, individual conferences, IST groupings, etc.).	Academic Support Program, Monitor, Evaluation, Direct Instruction	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	Principal, Teachers
Differentiation	Students will participate in differentiated math instruction or flexible math groups; technology may be used to support differentiation.	Academic Support Program, Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principal, Teachers, Math Coaches
Conferring	Students will receive specific feedback through individual/small group conferring sessions.	Academic Support Program, Monitor	Tier 1	Monitor	09/03/2013	06/14/2019	\$0	classroom teachers and support staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Instructional Support Time (IST)	Students will participate in Instructional Support Time with differentiated ELA lessons.	Getting Ready, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/15/2018	\$10000	All K-5 staff will be responsible for implementation of Instructional Support Time within their buildings. School and District Improvement Teams will monitor progress through the continuous improvement process.
PLC Progress Monitoring	Staff will analyze and interpret data from writing prompts in PLCs to identify areas of need and monitor impact of instruction on student learning.	Teacher Collaboration, Evaluation	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principal, Teachers
Staff and Student Feedback	Description: Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principal, Teachers

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Student Six Engagement Strategies	The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning. Visibility- Making every student feel acknowledged and included in the classroom. Engaging Students' Cultures- Incorporating positive elements of students' culture into classroom learning and community building Proximity- Using physical space to engage students and reduce perceived threat. Addressing Race- Talking openly about racial dynamics and how they impact the student experience. Connection to Students' Lives- Making linkages between classroom content and student experiences and perspectives. Connection to Future Selves- Helping students identify their future paths and using classroom experiences to guide students towards personal goals.	Teacher Collaboration, Communication, Implementation, Professional Learning, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principal, Teachers, Central Administration
Staff and Student Feedback	Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principal, Teachers
Progress Monitoring	Students will track their reading progress in their Leadership Notebook - working toward recording weekly lead measures.	Monitor, Evaluation	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principal, Teachers
Student Self-Assessment	Students will evaluate their own understanding of an I Can Statement/Power Standard using a grade-level appropriate rating (i.e. 4, 3, 2, 1; thumbs up or thumbs down; etc.).	Evaluation	Tier 1		08/27/2018	06/14/2019	\$0	Principal, Teachers
Leadership Tools	Students will use leadership tools to plan their writing in different genres and content areas in the classroom.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	Principal, Teachers

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Literacy Practice #5	Literacy Practice #5: Explicit instruction in letter sound relationships (K-3). Students will participate in foundational skills (K-2) or content area vocabulary (3-5) instruction based on the needs of individual grade levels.	Teacher Collaboration, Materials, Walkthrough, Technology, Professional Learning, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principal, Teachers, Literacy Coaches, District Literacy Coordinator
8 Mathematical Practices	Description: The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.	Teacher Collaboration, Communication, Materials, Walkthrough, Implementation, Technology, Professional Learning, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principal, Teachers, Math Coaches
Staff and Student Discourse	Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principal, Teachers
Staff and Student Discourse	Description: Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principal, Teachers
Anchor paper assessment	Within each unit/genre students will view and analyze common grade-level anchor paper(s) as a class. The purpose is to establish targets and expectations.	Evaluation, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principal, Teachers
Student Self-Assessment	Students will evaluate their own understanding of an I Can Statement/Power Standard using a grade-level appropriate rating (i.e. 4, 3, 2, 1; thumbs up or thumbs down; etc.)	Evaluation	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	Principal, Teachers

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Staff and Student Feedback	Description: Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals, Teachers
Staff and Student Discourse	Description: Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principal, Teachers