

# Mount Clemens Community Schools Instructional Impact Plan

	Baseline Currently Reality: September 2015	2016-2017	2017-2018
<p><b>Curriculum</b> Enhance the district’s instructional infrastructure by establishing a shared understanding of what high-quality subject-specific instruction looks like.</p>	<p><b>Elementary</b> English Language Arts</p> <ul style="list-style-type: none"> <li>Continue implementation of Core Knowledge Language Arts (CKLA)</li> <li>Implement/Pilot Write Steps Writing-<b>New</b> <ul style="list-style-type: none"> <li>Finalize writing Rubrics K-5</li> <li>Develop formative assessments for flexible grouping</li> </ul> </li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Implement/Pilot Bridges Math-<b>New</b></li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Implement Next Generation Science at King</li> <li>Implement Project Lead-the-Way ‘Launch’ at King</li> <li>Science at Seminole           <ul style="list-style-type: none"> <li>Evaluate Next Generation Science Standards (NGSS)-Aligned resources</li> </ul> </li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>Pilot/Review MAISA College, Career, and Civic Life (C3) Aligned K-5 Social Studies Resources</li> </ul> <p><b>Middle School</b> English</p> <ul style="list-style-type: none"> <li>CCSS-aligned English Language Arts Genre Units from MISD</li> <li>Article of the week to support close reading</li> <li>Argumentative Writing focus</li> <li>Tier II Reading</li> <li>Corrective Reading</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Big Ideas Math: A Bridge to Success-<b>New</b></li> <li>Benchmark assessments in September, January, and June</li> <li>Tier II Math           <ul style="list-style-type: none"> <li>Mathia Personalized Math Tutor Intervention Class Tier II               <ul style="list-style-type: none"> <li>Double Dose of math</li> </ul> </li> <li>Summer School math-Tier III</li> <li>Rocket Math               <ul style="list-style-type: none"> <li>Daily 1-minute test</li> <li>Bi-weekly 5-minute test</li> <li>Sum Dog (Improves automaticity and reinforces/strengthens foundational skills)</li> </ul> </li> </ul> </li> </ul>	<p><b>Elementary</b> English Language Arts</p> <ul style="list-style-type: none"> <li>Core Knowledge Language Arts implementation (CKLA)           <ul style="list-style-type: none"> <li>Balanced literacy including Strategy Implementation Guide to monitor implementation</li> </ul> </li> <li>Continue Implementation of Write Steps Writing</li> <li>Develop Tier II and III interventions           <ul style="list-style-type: none"> <li>Support for K-2 to ensure Third-Grade Level Reading</li> </ul> </li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Bridges Math           <ul style="list-style-type: none"> <li>Balanced Math</li> <li>Develop Tier II and III interventions</li> </ul> </li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Full Implementation of Project Lead-the-Way ‘Launch’ at King</li> <li>Adopt/Implement Next Generation Science Standards (NGSS)-Aligned resources for Seminole</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>Adopt/Implement MAISA College, Career, and Civic Life (C3)-Aligned K-5 Social Studies Units</li> </ul> <p><b>Middle School</b> English</p> <ul style="list-style-type: none"> <li>A Balance of CCSS-aligned Literature and Informational reading and writing</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Big Ideas Math: A Bridge to Success           <ul style="list-style-type: none"> <li>Dig deeper into resources for Multi-Tiered System of Support (MTSS) and differentiation</li> </ul> </li> </ul>	<p><b>Elementary</b> English Language Arts</p> <ul style="list-style-type: none"> <li>Core Knowledge Language Arts implementation (CKLA)</li> <li>Full Implementation of Write Steps           <ul style="list-style-type: none"> <li>Full implementation of a balanced literacy block including small group instruction</li> <li>Implement Tier II and III interventions</li> <li>Continued support for K-2 to ensure Third Grade Level Reading</li> </ul> </li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Bridges Math           <ul style="list-style-type: none"> <li>Full implementation of a balanced math block including small group instruction</li> <li>Implement Tier II and III interventions</li> </ul> </li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Continued full implementation of Project Lead-the-Way ‘Launch’ at King</li> <li>Full Implementation of Next Generation Science Standards (NGSS)-Aligned resources for Seminole</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>Adopt/Implement MAISA College, Career, and Civic Life (C3)- Aligned K-5 Social Studies Units</li> </ul> <p><b>Middle School</b> English</p> <ul style="list-style-type: none"> <li>Maintain a Balance of Literature and Informational reading and writing</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Big Ideas Math: A Bridge to Success           <ul style="list-style-type: none"> <li>Fully Implement Multi-Tiered System of Support (MTSS) and differentiation</li> </ul> </li> </ul>

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	<p>Science</p> <ul style="list-style-type: none"> <li>Blended Learning Projects</li> <li>Evaluate Science resources</li> <li>Investigate Project Lead-the-Way 'Gateway' program to create a continuum</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>Evaluate Social Studies Resources</li> <li>Currently using McGraw-Hill The American Republic to 1877 Grade 8 (2005) <ul style="list-style-type: none"> <li>Pilot MAISA College, Career, and Civic Life (C3)-Aligned Grade 6 Resources</li> <li>Pilot MAISA College, Career, and Civic Life (C3)-Aligned Grade 7 Resources</li> </ul> </li> <li>Blended Learning Projects</li> </ul> <p><b>High School</b></p> <p>English</p> <ul style="list-style-type: none"> <li>MISD, CCSS-Aligned Learning Life's Lessons through Literature</li> <li>Weekly Type III with schoolwide Focus Correction</li> <li>Corrective Reading-Tier II Intervention</li> <li>Article of the Week</li> <li>Independent Reading-One novel outside of school per semester.</li> <li>Close Read of Informational Text with one page response graded according to FCA</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Pearson (Common Core) <b>New</b> <ul style="list-style-type: none"> <li>Piloting new text in Algebra 1</li> <li>Piloting new text in Geometry</li> <li>Piloting new text in Algebra 2</li> </ul> </li> <li>Focus on Increasing Proficiency in Expressions, Equations and Inequalities</li> <li>Develop Tier II and III interventions</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Establish and teach Core Labs</li> <li>Develop Common Pre and Post Tests</li> <li>Evaluate Science resources <ul style="list-style-type: none"> <li>Holt: Modern Biology, 2002</li> <li>Glencoe: Chemistry Concepts and Applications, copyright 2009</li> <li>Physics: Principles and Problems Glencoe Science 2005 and Prentice Hall Conceptual Physics 2009</li> <li>Forensic Science 2nd Edition Pearson/Prentice Hall 2011</li> </ul> </li> <li>Professional Development in Next Generation Science Standards needed.</li> </ul>	<p>Science</p> <ul style="list-style-type: none"> <li>Adopt/Implement Next Generation Science Standards (NGSS)-Aligned Science Resources</li> <li>Investigate possible implementation of Project Lead-the-Way 'Gateway' program to create a continuum</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>Adopt/Implement MAISA College, Career, and Civic Life (C3) Aligned Resources for grades 6-7. <ul style="list-style-type: none"> <li>Pilot MAISA College, Career, and Civic Life (C3)-Aligned Grade 6 Resources</li> </ul> </li> </ul> <p><b>High School</b></p> <p>English</p> <ul style="list-style-type: none"> <li>Strive for a balance of Literature and Informational reading and writing</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Pearson (Common Core) <b>New</b> <ul style="list-style-type: none"> <li>Adopt/Implement Algebra 1 text</li> <li>Adopt/Implement Geometry text</li> <li>Adopt/Implement Algebra 2 text</li> </ul> </li> <li>Focus on Increasing Proficiency in Expressions, Equations and Inequalities <ul style="list-style-type: none"> <li>Develop Tier II and III interventions</li> </ul> </li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Adopt/Implement Next Generation Science Standards Aligned Resources <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> </ul> </li> <li>Provide Professional Development in Next Generation Science Standards</li> </ul>	<p>Science</p> <ul style="list-style-type: none"> <li>Fully Implement Next Generation Science Standards Aligned Science Resources</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>Collaborative Social Studies pacing <ul style="list-style-type: none"> <li>Fully Implement College, Career, and Civic Life (C3) Aligned MAISA Social Studies 8 Resources</li> </ul> </li> </ul> <p><b>High School</b></p> <p>English</p> <ul style="list-style-type: none"> <li>Maintain a balance of Literature and Informational reading and writing</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Pearson (Common Core) <b>New</b> <ul style="list-style-type: none"> <li>Fully Implement Algebra 1 text</li> <li>Fully Implement Geometry text</li> <li>Fully Implement Algebra 2 text</li> </ul> </li> <li>Maintain Increased Proficiency in Expressions, Equations and Inequalities <ul style="list-style-type: none"> <li>Full Implementation of Tier II and III interventions</li> </ul> </li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Fully Implement Next Generation Science Standards Aligned Resources <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> </ul> </li> <li>Develop Tier II and III interventions</li> </ul>
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	<p>Social Studies</p> <ul style="list-style-type: none"> <li>• Use Graphic Information System (GIS) Software to create maps             <ul style="list-style-type: none"> <li>• Deductive Expository Method-Locate evidence to support a generalization</li> <li>• Organize Data Retrieval</li> <li>• Analyze Cause and Effect</li> <li>• Write Summary Statements</li> </ul> </li> <li>• Evaluate Social Studies Resources             <ul style="list-style-type: none"> <li>• World: Prentice Hall World History Connections to Today, 1999 and 1995. Books are in pieces and we only have classroom sets.</li> <li>• US: McDougal Littell, The Americans, 2005-Books are in pieces and we only have classroom sets.</li> <li>• Government- Prentice Hall American Government, 2009</li> <li>• Econ-Glencoe Economics to Today and Tomorrow, 2008</li> </ul> </li> </ul>	<p>Social Studies</p> <ul style="list-style-type: none"> <li>• Evaluate Piloted Social Studies Resources             <ul style="list-style-type: none"> <li>• Pilot MAISA College, Career, and Civic Life (C3) Aligned Resources for US History and Geography Unit (9)</li> <li>• Pilot MAISA College, Career, and Civic Life (C3) Aligned Resources for Civics and Government Unit (10)</li> <li>• MAISA College, Career, and Civic Life (C3) Aligned Resources for Social Studies Economics Unit (10)</li> <li>• MAISA College, Career, and Civic Life (C3) Aligned Resources for Social Studies World History and Geography Unit (11)</li> <li>• Provide PD in College, Career, and Civic Life (C3) Framework</li> </ul> </li> </ul>	<p>Social Studies</p> <ul style="list-style-type: none"> <li>• Fully Implement Evaluated Social Studies             <ul style="list-style-type: none"> <li>• Adopt/Implement MAISA Social Studies US History and Geography Unit (9)</li> <li>• Adopt/Implement MAISA Social Studies Civics and Government Unit (10)</li> <li>• Adopt/Implement MAISA Social Studies Economics Unit (10)</li> <li>• Adopt/Implement MAISA Social Studies World History and Geography Unit (11)</li> </ul> </li> </ul>
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<p><b>Instruction</b> Implement and support a vision of high-quality, ambitious subject-specific instruction to impact student/teacher performance in schools.</p>	<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>• Fall School Improvement Review (SIR) visit</li> <li>• Small group instruction training for guided reading</li> <li>• Dialogue regarding walk through checklist for monitoring implementation of new curricular materials</li> <li>• School Support Team meetings with 3rd grade (Four times),</li> <li>• 4<sup>th</sup> and 5<sup>th</sup>, introduction to INSTRUCTIONAL LEARNING CYCLE (ILC) process.</li> <li>• Survey of Enacted Curriculum results</li> <li>• Collaborative Planning</li> <li>• Balanced Assessment training with Thomas Many, 4<sup>th</sup> and 5<sup>th</sup> grade introduction to INSTRUCTIONAL LEARNING CYCLE (ILC) process.               <ul style="list-style-type: none"> <li>• Seminole: Third Grade Team in Year 2 (Montgomery, Wheeler, Hill)                   <ul style="list-style-type: none"> <li>• <u>CCSS.Math.Content.3.MD.A.1</u> Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</li> <li>• <u>CCSS.Math.Content.3.MD.C.6</u> Measure areas by counting unit squares (square cm, square meters, square inches, square feet, and improvised units).</li> <li>• <u>CCSS.Math.Content.3.MD.C.7</u> Relate area to the operations of multiplication and addition.</li> </ul> </li> <li>• Seminole: Fifth Grade Team in Year 1 (Dipaola, McCormick, Manning)                   <ul style="list-style-type: none"> <li>• <u>CCSS.Math.Content.4.NF.A.1</u> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</li> <li>• <u>CCSS.Math.Content.5.NBT.B.6</u> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> </ul> </li> </ul> </li> <li>• King STEAM: Fourth Grade (Vance, Lignos-Allor Kelly)               <ul style="list-style-type: none"> <li>• <u>CCSS.Math.Content.4.NF.A.1</u> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</li> </ul> </li> <li>• Instructional Learning Cycle third grade training</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>• Fall School Improvement Review (SIR) visit</li> <li>• Balanced Assessment training for ELA teachers with Thomas Many</li> <li>• English Team in Year 1 (Burnett, Slack, Wagner)</li> <li>• Instructional Learning Cycle for ELA teachers               <ul style="list-style-type: none"> <li>▪ <u>CCSS.ELA-Literacy.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>▪ <u>CCSS.ELA-Literacy.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>▪ <u>CCSS.ELA-Literacy.RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul> </li> </ul>	<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>• Strategy Implementation Guides are being developed – Balanced Literacy</li> <li>• Full implementation of walkthroughs with checklist for monitoring the fidelity of implementation of Balanced Literacy</li> <li>• Teachers will begin looking at the prioritized standards</li> <li>• First and Second Grade introduction to INSTRUCTIONAL LEARNING CYCLE (ILC) process.               <ul style="list-style-type: none"> <li>• ELA Standard</li> </ul> </li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>• Teachers will begin looking at the prioritized standards</li> <li>• 6-8 Grade introduction to INSTRUCTIONAL LEARNING CYCLE (ILC) process.               <ul style="list-style-type: none"> <li>• Math Standard</li> </ul> </li> </ul>	<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>• Strategy Implementation Guides are being developed – Math</li> <li>• Teachers will begin looking at the prioritized standards across grade levels (vertically) to ensure a comprehensive curriculum</li> <li>• INSTRUCTIONAL LEARNING CYCLE (ILC) process with Science or Social Studies Standard</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>• Teachers will begin looking at the prioritized standards across grade levels (vertically) to ensure a comprehensive curriculum</li> <li>• INSTRUCTIONAL LEARNING CYCLE (ILC) process with Science or Social Studies Standard</li> </ul>

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	<p><b>High School</b></p> <ul style="list-style-type: none"> <li>Fall School Improvement Review (SIR) visit</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Continue full Implementation of Learning Life’s Lessons through Literature</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Develop Proficiency in Expressions, Equations, and Inequalities</li> <li>Develop Common Pre and Post Assessments</li> <li>Develop Interventions</li> <li>Balanced Assessment training for Math teachers with Thomas Many</li> <li>Math Team in Year 1 (Heft, Lewis, Gibson)</li> <li>Instructional Learning Cycle for Math teachers             <ul style="list-style-type: none"> <li><u>CCSS.Math-Congruence.C.9</u> Prove theorems about Lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints</li> </ul> </li> </ul>	<p><b>High School</b></p> <ul style="list-style-type: none"> <li>Teachers will begin looking at the prioritized standards</li> <li>9-12 Grade introduction to INSTRUCTIONAL LEARNING CYCLE (ILC) process.             <ul style="list-style-type: none"> <li>ELA Standard</li> </ul> </li> </ul>	<p><b>High School</b></p> <ul style="list-style-type: none"> <li>Teachers will begin looking at the prioritized standards across grade levels (vertically) to ensure a comprehensive curriculum</li> <li>INSTRUCTIONAL LEARNING CYCLE (ILC) process with Science or Social Studies Standard</li> </ul>
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<p><b>Assessment Leadership, teachers, and coaches rigorously use a system of ongoing data collection and analysis to inform a continuously responsive and adaptive system of tiered instruction attentive to students' specific academic needs.</b></p>	<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>Created an Assessment calendar and timeline</li> <li>Continue to implement common formative and summative assessments K-5               <ul style="list-style-type: none"> <li>Common Weekly Vocabulary, Phonics/Phonemic Awareness Formative Assessments</li> <li>Common End of Unit Summative Assessments</li> </ul> </li> <li>Developmental Reading Assessment (DRA) K-5</li> <li>Develop Early Warning System for Reading</li> <li>NWEA K-5 Reading and Math               <ul style="list-style-type: none"> <li>digging deeper into reports</li> <li>differentiating instruction</li> <li>Small Group Guided Reading                   <ul style="list-style-type: none"> <li>begin grouping students by skills</li> </ul> </li> </ul> </li> <li>District-wide Writing Assessment</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>Created an Assessment calendar and timeline</li> <li>Continue to develop and implement common formative and summative assessments 6-8               <ul style="list-style-type: none"> <li>Develop semester exams in all classes</li> </ul> </li> <li>NWEA 6-8 Reading and Math               <ul style="list-style-type: none"> <li>digging deeper into reports</li> <li>differentiate instruction</li> <li>begin grouping students by skills</li> </ul> </li> <li>District-wide Writing Assessment</li> </ul> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>Created an Assessment calendar and timeline</li> <li>Develop common formative and summative assessments in core subjects</li> <li>PSAT               <ul style="list-style-type: none"> <li>Analyze data and begin dialogue about an Multi-Tiered System of Support (MTSS) program</li> </ul> </li> <li>SAT 11</li> <li>District-wide Writing Assessment</li> </ul>	<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>Assessment Calendar and Timeline with district-created, common formative and summative assessments</li> <li>Implement Multi-Tiered System of Support (MTSS) interventions fully</li> <li>Developmental Reading Assessment (DRA) K-5 to inform small group instruction and guided reading groups</li> <li>Implement Early Warning System for reading</li> <li>NWEA K-5 to group students into small differentiated groups in Reading and Math               <ul style="list-style-type: none"> <li>digging deeper into reports</li> <li>differentiating instruction</li> <li>continue grouping students by skills</li> </ul> </li> <li>District-wide Writing Assessment</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>Assessment Calendar and Timeline with district-created, common formative and summative assessments</li> <li>Implement Multi-Tiered System of Support (MTSS) interventions fully</li> <li>NWEA 6-8 to group students into small differentiated groups in Reading and Math               <ul style="list-style-type: none"> <li>digging deeper into reports</li> <li>differentiate instruction</li> <li>continue grouping students by skills</li> </ul> </li> <li>Implementation of common formative and summative assessments in core subjects</li> <li>District-wide Writing Assessment</li> <li>PSAT 8-9               <ul style="list-style-type: none"> <li>Use data to appropriately recommend supports in place for students</li> </ul> </li> </ul> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>Assessment Calendar and Timeline with district-created, common formative and summative assessments</li> <li>Implement Multi-Tiered System of Support (MTSS) interventions fully</li> <li>District-wide Writing Assessment</li> <li>PSAT               <ul style="list-style-type: none"> <li>Use data to appropriately recommend supports in place for students</li> </ul> </li> <li>SAT 11</li> <li>Implement common formative and summative assessments in all core subjects</li> </ul>	<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>ISD consultants meet monthly with school teams to monitor student progress in Multi-Tiered System of Support (MTSS) interventions</li> <li>Developmental Reading Assessment (DRA) K-5 to inform small group instruction and guided reading groups</li> <li>Teachers will begin looking at the prioritized standards across grade levels (vertically) to ensure a comprehensive instruction</li> <li>NWEA K-5 to group students into small differentiated groups Reading and Math               <ul style="list-style-type: none"> <li>digging deeper into reports</li> <li>differentiating instruction</li> <li>continue grouping students by skills</li> </ul> </li> <li>District-wide Writing Assessment</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>ISD consultants meet monthly with school teams to monitor student progress in Multi-Tiered System of Support (MTSS) interventions</li> <li>NWEA 6-8 to group students into small differentiated groups in Reading and Math               <ul style="list-style-type: none"> <li>digging deeper into reports</li> <li>differentiate instruction</li> <li>continue grouping students by skills</li> </ul> </li> <li>Full implementation of common formative and summative assessments in core subjects</li> <li>NWEA 6-8 to group students into small differentiated groups Reading and Math               <ul style="list-style-type: none"> <li>digging deeper into reports</li> <li>differentiate instruction</li> <li>begin grouping students by skills</li> </ul> </li> <li>PSAT 8-9               <ul style="list-style-type: none"> <li>Use data to appropriately recommend supports in place for students</li> </ul> </li> <li>District-wide Writing Assessment</li> </ul> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>PSAT               <ul style="list-style-type: none"> <li>Full implementation of data use protocols to recommend for students</li> </ul> </li> <li>SAT 11</li> <li>Full implementation of common formative and summative assessments in all core subjects</li> <li>PSAT 9-10</li> <li>SAT 11</li> <li>District-wide Writing Assessment</li> <li>ISD consultants meet monthly with school teams to monitor student progress in Multi-Tiered System of Support (MTSS) interventions</li> </ul>