

Teaching and Learning Action Plan #3b: Language Arts

Improvement Goal:

All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.

Expectations(s) for Student Learning:

- All students will read with fluency.
- All students will comprehend written text.
- All students will communicate ideas through writing.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

Target Participants:

All students in the School City of Hobart

Subgroups:

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

Interventions:

Curriculum, Instructional, and Assessment:

All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.

All students will increase reading and writing skills as a result of participating in balanced literacy..

All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts **across the curriculum.**

All students will increase communication skills by writing **across the curriculum.**

All students will increase reading and writing skills by using technology tools **across the curriculum.**

Student Support:

Students will participate in Multi-Tiered Support System (MTSS) based on achievement and behavior levels.

Students will participate in enriched and high ability courses based on achievement levels.

All students will increase reading and writing skills through opportunities for family/community participation.

Students who qualify for additional services will be provided extra instructional support

Students will participate in after-school clubs and extracurricular activities.

Staff:

All students will increase reading and writing skills as a result of teacher participation in professional learning communities.

Evaluation:

Curriculum Calendars/Maps with Pacing Guides

Units of Study

School City of Hobart's Balanced Assessment System Framework:

Classroom Assessments- running records, formal scales, rubrics, checklists, quizzes, unit tests, final exams

Common Formative Assessments (CFAS)- Department/Grade Level CFAs, quality core, rubrics, checklists, Leveled Literacy Intervention (LLI), Pivot

Benchmark Assessments- Lexile (SRI), writing assessment, spelling inventory, quarterly standards based assessments, SPI, Pivot

External Summative Assessments- DIAL, ESGI, ISTEP+, IREAD3, PSAT, SAT, WorkKeys, AP Exams, ISTAR, WIDA, Portfolios

Timeframe for Implementation:

2017-2021

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Indiana Academic Standards</p> <p>1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Using Indiana Academic Standard’s Literacy Shifts</p> <p>C. Using Indiana Academic Standard’s Vocabulary</p> <p>D. IDOE Required Skills and Scaffolding will be implemented.</p>	<p>2017-2021</p>	<p>-Central Office Administrators</p> <p>-Principals</p> <p>-K-12 Teachers</p>	<p>- Lesson Plans</p> <p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>-Classroom Assessments (emphasis)</p> <p>-Formal Scales</p> <p>-Conferring/Anecdotal Records</p> <p>-Checklists/Rubrics</p> <p>-Journals/Reader's & Writer's Notebook</p> <p>-Standards-based Report Cards</p> <p>-Pivot</p> <p>-Google Apps/Classroom</p> <p>-Portfolios</p>	<p>- School City of Hobart’s Balanced Assessment System Framework</p> <p>- Classroom Assessments (emphasis)</p> <p>- Conferring/Anecdotal Records</p> <p>- Checklists/Rubrics</p> <p>- Journals/Reader's & Writer's Notebook</p> <p>- Standards-based Report Cards</p> <p>-TRC (District Web site)</p> <p>-Google Apps</p> <p>-<i>Balanced Assessment</i> by Burke</p> <p>-<i>Common Formative Assessments</i> by Bailey and Jakicic</p> <p>-<i>The Art of Science and Teaching</i> by Marzano</p> <p>-Professional Development Calendar</p> <p>-Pivot</p> <p>-Google Apps</p> <p>-SeeSaw</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy</p> <p>1. All students will increase reading and writing skills as a result of participating in balanced literacy.</p> <p>2. IDOE Required Skills and Scaffolding will be implemented.</p> <p>A. Reading Components-Students will learn grade appropriate phonemic awareness, phonics, vocabulary, fluency, and comprehension.</p> <p>B. Just Right Books - Students will read at independent reading levels.</p> <p>C. Small Group Instruction - Students will receive small group instruction based on their instructional reading levels to aid in comprehension.</p> <p>D. Independent Reading (Differentiation) - Students will read daily to increase stamina ranging from 3 minutes in Kindergarten up to 30 minutes in the intermediate grades.</p> <p>E. Read Alouds - Students will participate in read alouds daily.</p> <p>F. Shared Reading - Students will participate in shared reading 2-3X weekly.</p> <p>G. Interactive Reading - Students will actively participate in conversations about books being read aloud to them.</p> <p>H. Interactive Writing - Students will participate in interactive writing activities in which the teacher and students write together. I. Shared Writing - Students will observe a teacher modeling writing, and will give verbal suggestions as the teacher writes.</p> <p>J. Independent Writing (Differentiation) - Students will learn and improve independent writing skills and strategies by participating in instructional time focused on teaching children to apply writing skills and strategies, independently, in their own pieces.</p> <p>K. Literature Circles - Students will participate in literature circles-small, temporary groups, based upon book choice, which meet on a regular basis to discuss their reading through open and natural conversations about books.</p>	<p>2017-2021</p>	<p>-Lead: Administrators -K-8 Teachers</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>-Professional Learning Communities</p> <p>-Running Records</p> <p>-Observations</p> <p>-Anecdotal Notes</p> <p>-Reading Logs</p> <p>-Conference Notes</p> <p>-Lesson Plans</p> <p>-Turn and Talk Discussion</p> <p>-Classroom Assessments</p> <p>-CFAs</p> <p>-Written Pieces of Work</p> <p>-Group Discussion</p> <p>-Rubrics</p> <p>-Formal Scales</p> <p>-Portfolios</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>-Leveled Reading Books</p> <p>-Benchmark Kits</p> <p>-Teachers College Units of Study</p> <p>-Books for Read Alouds</p> <p>-Big Books</p> <p>-Flip Charts</p> <p>-District Web site</p> <p>-Writer’s Notebooks</p> <p>-Writing Folders</p> <p>-Chart Paper</p> <p><i>-Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p><i>-Classroom Instruction that Works</i> by Robert Marzano</p> <p>- <i>Journeys</i> by Houghton Mifflin Harcourt (Elementary)</p> <p><i>-Expert 21</i> by Scholastic (Middle School)</p> <p><i>-Word Matters</i> by Fountas and Pinnell</p> <p>-Heggerty Phonics</p> <p>-Sitton Spelling</p> <p>-SpringBoard</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy (continued)</p> <p>L. Curricular Calendars/Units of Study - Students will receive focused reading/writing instruction by participating in mini-lessons derived from specific Units of Study, mapped out per month in Reading/Writing Curricular Calendars.</p> <p>M. Close Reading/ Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text.</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text • SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) • TOULIN Model (marks for breaking down a text) • Yohan’s Editing Marks (Revisions and Editing An Essay) <p>N. Moving from Comprehension to Analysis – Students will receive instruction and practice the critical thinking skills required to move beyond recall of information in a text to application of that information to larger concepts.</p> <p>O. Moving from Analysis to Synthesis – With teacher support, students will apply what they have learned from analyzing multiple texts to create a new product (e.g. paper, presentation, project) that demonstrates their knowledge.</p>	<p>2017-2021</p>	<p>-Lead: Administrators -K-8 Teachers -9-12 Teachers</p>		<p>-Common Core Reading and Writing Workshop Books K-6 by Lucy Calkins</p> <p>-Smeken’s Workshops and Web site</p> <p>- Daily Cafe</p> <p>-Expert 21</p> <p>-SpringBoard</p> <p>-<i>Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p>-Newsela</p> <p>-Readworks</p> <p>-College Board</p> <p>-Khan Academy</p> <p>-Pivot</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text <p>-Google Apps</p> <p>-SeeSaw</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
				<p><i>-The Revision Toolbox, Second Edition: Teaching Techniques that Work</i> by Georgia Heard</p> <p><i>-Teaching Argument Writing, Grades 6-12</i> by George Hillocks Jr.</p> <p><i>-Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p><i>-They Say / I Say: The Moves that Matter in Academic Writing</i> by Gerald Graff</p> <p><i>-Argue with Me: Argument as a Path to Developing Students Thinking and Writing</i> by Deanna Kuhn</p> <p><i>-An Illustrated Book of Bad Arguments</i> by Ali Almosawi</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase communication skills by writing across the curriculum.</p> <p>A. Genre Writing- Students will write various genre essays with an emphasis on persuasive, opinion, and argumentative writing</p> <p>B. Constructed Response- Students will read informational text by participating in regular reading responses in response to current events.</p> <p>C. 6+1 Writing Trait Rubrics/Conference/Checklists- Students will become writers by receiving guidance from assessments that detail the levels of proficiency in writing.</p> <p>D. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text.</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text • SOAPStone (Speaker, Occasion, Audience, Purpose, Subject, Tone) • TOULIN Model (marks for breaking down a text) • Yohan’s Editing Marks (Revisions and Editing An Essay) 	<p>2017-2021</p>	<p>-Central Office Administrators</p> <p>-Principals</p> <p>- K-12 Teachers</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>- Writing Curriculum Maps</p> <p>-Constructed Response Rubrics</p> <p>-Rubrics and 6+1 Writing Traits</p> <p>- Rubrics/Conference Check Lists</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>- Writing Curriculum Maps</p> <p>- Professional Development Catalog</p> <p>- Google Docs</p> <p>- 6 + 1 Writing Traits Materials</p> <p>- Rubrics/Conference Check Lists</p> <p>-TRC (District Web site)</p> <p>-Current Event Articles</p> <p>-Smeken’s Workshop and Web site</p> <p>- <i>Expert 21</i> by Scholastic</p> <p>-Scholastic Coaching</p> <p>-<i>Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts</i> by Kelly Gallagher</p> <p>-<i>Teaching Argument Writing: Supporting Claims with Relevant Evidence and Clear Reasoning</i> by George Hillocks, Jr.</p> <p>-<i>Explorations in Nonfiction Writing: Grade K-5</i> by Tony Stead and Linda Hoyt</p> <p>-<i>Being a Writer</i></p> <p>-Smekens’ workshop and Website</p> <p>- Daily Cafe</p> <p>-SpringBoard</p> <p>-Write to Learn</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
				<ul style="list-style-type: none"> -Newsela -Readworks -College Board -Khan Academy -Pivot -<i>The Revision Toolbox, Second Edition: Teaching Techniques that Work</i> by Georgia Heard -<i>Teaching Argument Writing, Grades 6-12</i> by George Hillocks Jr. -<i>Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller -<i>They Say / I Say: The Moves that Matter in Academic Writing</i> by Gerald Graff -<i>Argue with Me: Argument as a Path to Developing Students Thinking and Writing</i> by Deanna Kuhn -<i>An Illustrated Book of Bad Arguments</i> by Ali Almoosawi

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology Tools</p> <p>1. All students will increase reading and writing skills by using technology tools across the curriculum.</p> <p>A. Computer Assisted Instruction - Students will participate in computer assisted instruction with Expert 21, Read 180, System 44, Compass Odyssey Learning, Pivot, SpringBoard, and Khan Academy.</p> <p>B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>C. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p>	<p>2017-2021</p>	<p>-Lead: K-12 teachers</p>	<p>-Google Docs -Student Presentations -Checklists/Rubrics -Portfolios</p>	<p>-Professional Development Calendar -Internet -Google Apps -<i>Expert 21</i> by Scholastic -Compass Odyssey Learning -System 44 -Read 180 -Reading A-Z -RAZ Kids -Chromebooks-Tablet -Responders -iPads -Smart boards -Blogs -College Board -Khan Academy -Newsela -Readworks -Pivot -Google Sites -SeeSaw -SpringBoard-Blogs</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in Multi-Tiered Support System (MTSS) based on achievement and behavior levels.</p> <p>A. A district-wide MTSS approach is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:</p> <ul style="list-style-type: none"> -Achievement Groups - Strategy Groups -Seminar- -Summer School-Summer School -Double Blocked Subjects -English as a New Language -Computerized Intervention Software -Counseling <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Co-Teaching -Computerized Intervention Software -Intense Reading Intervention -Individual Instruction -Small Group Instruction -Small Group Counseling <p>D. Alternative Learning</p> <ul style="list-style-type: none"> -Opportunity Center <ul style="list-style-type: none"> • Out of School Suspension Program (OSSP) • Aspire (Alternative School) • Intensive Care Unit (ICU) • Credit Recovery <p>-Double Blocking Subjects/Differentiated Instruction (DI) Labs</p> <p>-Extended Day</p> <ul style="list-style-type: none"> • Study Tables • Tutoring • CPR • Credit Recovery <p>-Educere: Online Learning</p>	<p>2017-2021</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -K-12 Teachers -LRE Facilitators -Interventionists -MTSS Teams 	<ul style="list-style-type: none"> Balanced Assessment System Framework -MTSS Guidelines -MTSS Meetings -MTSS Plans -Administrators -Skyward -Pivot 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -MTSS Approach and Guidelines -MTSS Forms -MTSS Meetings -Skyward -Leveled Literacy Intervention (LLI) -System 44 -Read 180 -Professional Development MTSS -Curriculum Materials -MTSS -TRC -RAZ Kids - Book: Behavior Intervention Manual -Opportunity Center <ul style="list-style-type: none"> • Out of School Suspension Program (OSSP) • Aspire (Alternative School) • Intensive Care Unit (ICU) • Credit Recovery - Double Blocking Subjects/Differentiated Instruction (DI) Labs -Extended Day <ul style="list-style-type: none"> • Study Tables • Tutoring • CPR • Credit Recovery -Educere: Online Learning

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Enriched and High Ability</p> <p>1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum</p> <ul style="list-style-type: none"> -Small Group Instruction -Enriched Courses <p>B. High Ability</p> <ul style="list-style-type: none"> -Magnet High Ability Grades 2-8 -Advanced Placement (AP) Courses <p>C. Accelerated Courses</p> <ul style="list-style-type: none"> -Early College Credit Courses -Career Pathway Electives 	2017-2021	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -Counselors 	-School City of Hobart's Balanced Assessment System Framework	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -CogAT -Professional Learning Communities -Common Planning Time -Skyward -TRC -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -Accelerated Courses -High Ability Policy and Guidelines
<p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p> <p>C. 504</p> <p>D. Double Blocking Subjects/Differentiated Instruction (DI) Labs</p> <p>E. Y Learning Program</p>	2017-2021	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -EL Coordinator -Special Education Staff -Nurses 	-School City of Hobart's Balanced Assessment System Framework	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -IEP -504 -Case Conferences -Y Learning Program -Pivot -Double Blocking Subjects/Differentiated Instruction (DI) Labs

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Clubs and Extra-Curricular</p> <p>1. Students will participate in clubs and extracurricular activities</p> <p>A. Academic Support</p> <p>B. Academic Enrichment</p> <p>C. Athletics</p> <p>D. Performing Arts</p> <p>E. Maker Faire</p>	2017-2021	<p>-Lead: Central Office Administrators</p> <p>-Principals</p> <p>-K-12 Teachers</p>	<p>-Club Participation</p> <p>-Extra-curricular participation</p>	<p>-Study Tables</p> <p>-ISTEP/ECA Boost</p> <p>-CPR</p> <p>-Lego Robotics</p> <p>-Academic Super Bowls</p> <p>-Yearbook Publishing</p> <p>-Broadcasting</p> <p>-Athletics</p> <p>-Performing Arts</p> <p>-3-D Printing</p> <p>-App Development</p> <p>-Hour of Code website</p> <p>-Skyward Portal</p>
<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase reading and writing skills through opportunities for family/community participation.</p> <p>A. Skyward - Assignments/Grades/Discipline/Attendance</p> <p>B. Family Nights - Drama and Authors Chair, Maker Faire</p> <p>C. District Web Site - Homework Help and Tips</p> <p>D. Compass Odyssey Learning</p> <p>E. Parent Teacher Meetings/Conferences</p> <p>F. Parent Communication- District Focus Newsletters/Messenger/Phone Calls</p> <p>G. Naviance – Monitoring College and Career Planning</p> <p>H. Online Assistance: Khan Academy , Ask Rose, Envisions, SpringBoard, etc.</p> <p>I. Google Apps</p>	2017-2021	<p>- K-12 Teachers</p> <p>-Counselors</p> <p>-Administrators</p> <p>-Technology Department</p> <p>-Central Office Administration</p>	<p>-Monitoring Skyward Usage</p> <p>-Monitoring Web site Usage</p> <p>-Parent Teacher Meeting/Conference Attendance</p> <p>-Family Night Attendance</p> <p>-Portfolios</p>	<p>- Harmony Parent Information Packet</p> <p>- District Website</p> <p>-Family Nights Learning</p> <p>-RAZ Kids</p> <p>-Coffee Club for Parents</p> <p>-Naviance</p> <p>-Khan Academy</p> <p>-Envision</p> <p>-Think Center</p> <p>-SpringBoard</p> <p>-Other Online Resources from Teachers</p> <p>-Troove</p> <p>-Google Apps</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning</p> <ul style="list-style-type: none"> -Grade Level/Department Meetings -Identification of Critical Standards -Units of Study/Curriculum Calendar/Curriculum Mapping -Google Apps -Career Pathways Curriculum Training -Web Publishing with School Wires -Skyward <p>B. Assessment</p> <ul style="list-style-type: none"> -Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework. <p>C. MTSS Teams</p> <p>D. Professional Development - In-House Professional Development Calendar, Conferences, & Contracted Services</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -K-12 teachers -MTSS Teams 	<ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Formal Scales -Enrollment in Professional Development -School City of Hobart’s Balanced Assessment System Framework -MTSS Teams -Pivot -Portfolios 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Development Calendar -Common Planning Time -Late Start Wednesdays -Professional Learning Community Meetings -MTSS Training -TRC (District Web site) -Interventionists -Read 180 -System 44 - LLI -Contracted Services -Journeys -SpringBoard -Expert 21 -Google Apps -Pivot -Envision -College Board -Khan Academy -SeeSaw