

# District Improvement Plan

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School Year: 2012 - 2013

District Name: Troy School District

ISD/RESA: Oakland Schools

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12,Adult

Superintendent: Dr. Barbara Fowler

Building Code: 63150

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# District Improvement Plan

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# Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

# District Information

District:	Troy School District
ISD/RESA:	Oakland Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12,Adult
District Code Number:	63150
City:	Troy
State/Province:	Michigan
Country:	United States

# Vision, Mission and Beliefs

## Vision Statement

Our exemplary learning community will:

- Create a collaborative culture that ensures all students learn.
- Grow a climate that fosters instructional collaboration
- Value and pursue an environment of trust, mutual respect, empathy
- Foster an appreciation for diversity
- Ensure a physically safe and well-maintained learning environment
- Implement a relevant and rigorous curriculum
- Teach lessons aligned to the current curriculum benchmarks, grade level content expectations (GLCE) or high school content expectations (HSCE)
- Deliver a comprehensive curriculum designed to ensure that all students have opportunities to exceed local, state, and national standards
- Provide innovative programs developed from current research and instructional trends
- Continuously research, create, evaluate, and adapt best practice instructional strategies to ensure learning for all students
- Ensure purposeful use of instructional time
- Utilize instructional strategies that meet the needs of all learners
- Use ongoing assessments as instruments to design and adapt instruction that ensures quality learning
- Design formative and summative assessments based on current research
- Utilize assessments that measure the curriculum
- Utilize assessments that consider all learning styles
- Utilize assessments that include multiple levels of thinking

## Mission Statement

The purpose of the Troy School District is to ensure learning for all members of the school community.

## Beliefs Statement

The Troy School District is committed to excellence. These shared beliefs help solidify our foundation for excellence:

We believe the educational process is a partnership between the Troy School District and the community.

We believe utilizing data to inform decision-making will enhance student learning.

We believe Troy School District programs will provide all students with the best opportunity to learn, develop personally, and experience success.

We believe all students can achieve through effective instructional practices supported with collaboration.

We believe the Troy School District enhances the overall quality of life within the community

# Goals

Name	Development Status	Progress Status
Literacy	Complete	Open
Mathematics	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open

## Goal 1: Literacy

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will be on track to be college/career ready in literacy.

**Gap Statement:** 84% of 11th graders are at or above the college readiness threshold in English as measured by the ACT. 80.88% of 8th graders are at or above the college readiness threshold in English as measured by the ACT Explore. 61% of 8th graders are at or above the college readiness threshold in Reading as measured by the ACT Explore. 84% of 10th graders are at or above the college readiness threshold in English as measured by the ACT Plan. 78% of 11th graders are at or above the college readiness threshold in Reading as measured by the ACT. 61% of 8th graders are at or above the college readiness threshold in Reading as measured by the ACT Explore. 73% of 10th graders are at or above the college readiness threshold in Reading as measured by the ACT Plan. 84% of all students in grades 3-8 are College Career Ready in Reading as measured by the MEAP. 87% of Females, 81% of males, 63% of Economically Disadvantaged, 62% of English Language Learners, 50% of students with IEPs, 61% of African American students, 91% of Asian Students, 78% of Hispanic students, and 84% of white students.

82% of high school students agree or strongly agree that the math program is meeting their needs. 85% of middle school students agree or strongly agree that the math program is meeting their needs. 89% of elementary students report that they read for enjoyment.

**Cause for Gap:** Data analysis identifies informational reading as the primary cause for gap.

From G. Reid Lyon:

"Children may struggle with reading for a variety of reasons. Good readers are phonemically aware, understand the alphabetic principle, apply these skills in a rapid and fluent manner, possess strong vocabularies and syntactical and grammatical skills, and relate reading to their own experiences.

Difficulties in any of these areas can impede reading development. Further, learning to read begins far before children enter formal schooling. Children who have stimulating literacy experiences from birth onward have an edge in vocabulary development, understanding the goals of reading, and developing an awareness of print and literacy concepts.

Conversely, the children who are most at risk for reading failure enter kindergarten and the elementary grades

without these early experiences. Frequently, many poor readers have not consistently engaged in the language play that develops an awareness of sound structure and language patterns. They have limited exposure to bedtime and laptime reading.

In short, children raised in poverty, those with limited proficiency in English, those from homes where the parents' reading levels and practices are low, and those with speech, language, and hearing handicaps are at increased risk of reading failure."

**Multiple measures/sources of data you used to identify this gap in student achievement:** Grade 3 Reading MEAP, Grade 4 Reading MEAP, Grade 5 Reading MEAP, Grade 6 Reading MEAP, Grade 7 Reading MEAP, Grade 8 Reading MEAP, Grade 8 Reading Explore, Grade 10 Reading Plan, Grade 11 Reading ACT

Locally developed perception surveys

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** We will increase our overall percent of students college ready or on track for college readiness by 5% by the end of the 2012-2013 school year using the MEAP and EPAS system as our measures. We will increase the percent of students in struggling sub groups scoring at the level of on track for college readiness by 10%

**Contact Name:** Barbara Fowler

#### List of Objectives:

Name	Objective
Literacy for All	In Literacy, we will increase our overall percent of students who are college ready or on track for college readiness by 10% by the end of the 2011-2012 school year using the MEAP and EPAS system as our measures.

## 1.1. Objective: Literacy for All

**Measurable Objective Statement to Support Goal:** In Literacy, we will increase our overall percent of students who are college ready or on track for college readiness by 10% by the end of the 2011-2012 school year using the MEAP and EPAS system as our measures.

#### List of Strategies:

Name	Strategy
Academic Vision Meetings	District staff will conduct vision meetings for all disciplines gauging progress toward goals.
Academic Writing	District staff will guide students in the use of expository, analytical, and argumentative writing that forms the basis for academic communication.
Adolescent Academic Reading Initiative (AARI), PD, Materials, Release	AARI is an accelerated initiative focused on academic literacy. Our goal is to bring middle and high school students to grade level quickly and to prevent students who are achieving well in elementary school from experiencing content

Time	area literacy issues when they reach middle school.
AIMS Web	AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.
AIMS Web Assessment for RTI	AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to screen and provide for program evaluation data and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance
Alignment and Distribution of Curriculum through Atlas Rubicon	District staff will use Atlas Rubicon to assure alignment of instruction and learning to curricular standards.
Common Assessment and Professional Development in Improved Assessment Use	District staff will engage students in instructionally sensitive common assessments promoting clear targets, feedback to students, and ongoing dialogue with teaching peers.
Data Driven Dialogue Professional Development	Administrators and teacher learners will participate in professional development to grow their capacity to support discussions around data in their schools.
Effective Hiring Practices	District staff will assure that decisions about personnel in schools are founded on the belief that hiring decisions have direct impact on the quality of instruction and the potential impact of decisions such as who to hire and how to evaluate teaching are taken into account when hiring decisions are made.
Effective Use of Technology	District staff will integrate technology to promote student literacy.
ELL Advancement Training	District staff will facilitate high quality instruction for English Learners related to the SIOP model in content area teaching.
Establishment of a Respectful and Inclusive Environment	District staff will create and maintain a school climate and learning environment that is accepting, safe for, respectful of, friendly toward, and responsive to all persons. A district diversity council will promote inclusiveness in our schools and community.
Grade Level Meetings	District staff will engage in professional conversations both vertically and horizontally about instructional practice and learning.
Highly Qualified Paraprofessional	A highly qualified paraprofessional will work with English Language Learners.
Implementation of LLI system to move English Language Learners	To train teachers in implementing the Leveled Literacy Intervention system to move English Language learners and readers forward. LLI is a small-group, supplementary intervention designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency in 14 to 18 weeks on average. Each lesson in the LLI system also provides specific suggestions for supporting English language learners who are selected for the program.
Implementation of materials necessary for full implementation of balanced l	Currently, 6-12 materials have been implemented supporting reading, writing, listening, speaking, viewing, grammar, and technological skills Currently K-5 materials have been implemented in the strands of reading and writing with more word study professional development necessary By the end of the 2012-2013 school year, materials will be fully implemented K-12 supporting integrated ELA

	learning and effective word study practices
Instructional Rounds	District staff will engage in instructional rounds to develop a shared understanding of high-quality instruction.
Instructional Strategies Identified Through Marzano Meta Analysis	District staff will utilize instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels.
International Baccalaureate (IB) PD	District staff will attend conferences and professional development related to International Baccalaureate (IB) practices.
Management of School Finances to Support Ambitious Academic Goals	District staff will ensure that all financial practices support student learning and achievement.
Middle School READ 180 Coach	District staff will ensure that the READ 180 program is implemented with fidelity to promote adolescent literacy.
Parent and Community Communications	District staff will effectively communicate with parents and the community to ensure shared understanding of our district mission of learning for all in a safe and supportive school environment.
Parent Liaison	Our parent liaison will work with students, teachers, and families to support academic success and family engagement.
Parent/Stakeholder Involvement	District staff will develop comprehensive programs of school-family-community partnership including parenting workshops, ongoing communication, volunteer opportunities, support for learning at home, involvement in school decision making, and community collaboration.
Participation of 4th and 5th grade teachers in lab classrooms	By the end of the 2012-2013 school year, 100% of 4th grade teachers will observe and discuss observations of other classrooms four times during the school year By the end of the 2013-2014 school year, 100% of 5th grade teachers will observe and discuss observations of other classrooms four times during the school year
Patterns of Strengths and Weaknesses	District staff will use a "pattern of strengths and "weakesses" approach to help identify and plan for the special needs of students with learning disabilities.
Personal Growth Plans/Rigorous Course Selection	District staff will support students in the development of personal growth plans identifying goals, career aspirations, and the necessary academic course selections that are necessary to achieve the identified objectives.
Pre-School and all day kindergarten tuition	District staff will ensure that ESL student in need receive tuition assistance to attend pre-school and all day kindergarten.
READ Interventions	District staff will use reading intervention (Successmaker/ Reading Recovery) program to address individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.
Safe Learning Environment	District staff will maintain facilities to be safe and healthy environments conducive to student learning.
Social Worker	Social worker will work with Morse students.
Student Interventionist	Teacher will work with Title 1 targeted students to make academic gains.
Summer School	District staff will provide Struggling students with opportunities for summer instruction making available the extra support students need to meet learning standards.
Surveys	District staff will survey students, staff, parents, and community members to ensure district alignment with stake holder expectations and needs.
Title 1 Tutors	District staff will support tutors to reinforce student learning of content objectives

	under the supervision of highly qualified teachers.
Title 3 Paraprofessionals	District staff will support English as a second language paraprofessionals to reinforce student learning of content objectives under the supervision of highly qualified teachers.
Title 3 Pre-School	English language learners will have the opportunity to attend a high quality pre-school program.

### 1.1.1. Strategy: Academic Vision Meetings

**Strategy Statement:** District staff will conduct vision meetings for all disciplines gauging progress toward goals.

#### Selected Target Areas

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
1.3 Identifies system-wide goals and measures to advance the vision
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
1.6 Reviews its vision and purpose systematically and revises them when appropriate
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system
2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals

#### What research did you review to support the use of this strategy and action plan?

Cranston NC (2001). Collaborative decision making and school-based management: challenges, rhetoric and reality. J. Educ. Enquiry, 2(1): 21-30.

Harris A (2002). School Improvement: What's in it for school. New York:Routledge Falmer

Leithwood K, Jantzi D (2005). A review of transformational school literature research 1996-2005.

Montreal, QC: American Educational Research Association.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Vision and Planning	2011-07-01	2012-07-31	All district administrators

### 1.1.1.1. Activity: Vision and Planning

**Activity Description:** Students will benefit from review of program through long range visioning.

**Planned staff responsible for implementing activity:** All district administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-07-01, End Date - 2012-07-31

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 1.1.2. Strategy: Academic Writing

**Strategy Statement:** District staff will guide students in the use of expository, analytical, and argumentative writing that forms the basis for academic communication.

**Selected Target Areas**

3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning

**What research did you review to support the use of this strategy and action plan?**

Allington, R. L. (2001). What really matters for struggling readers: Designing research-based programs. Boston: Allyn and Bacon.

Allington, R. L. (2002, June). What I've learned about effective reading instruction from a decade of studying exemplary elementary classroom teachers. Phi Delta Kappan, 83, 740-747.

Allington, R. L., & Johnston, P. H. (Eds.). (2002). Reading to learn: Lessons from exemplary 4th grade classrooms. New York: Guilford.

Baumann, J. F., & Duffy, A. M. (1997). Engaged reading for pleasure and learning. Athens, GA: National Reading Research Center, University of Georgia.

Beck, I. L., McKeown, M. G., & Gromoll, E. W. (1989). Learning from social studies textbooks. *Cognition and Instruction*, 6(2), 99-158.

Budiansky, S. (2001). The trouble with textbooks. *Prism*, 10(6), 24-27.

Chall, J. S. (1983). Stages of reading development. New York: McGraw-Hill.

Chall, J. S., & Conard, S. S. (1991). Should textbooks challenge students? New York: Teachers College Press.

Harris, A. J., & Sipay, S. R. (1990). How to improve reading ability. White Plains, NY: Longman.

Langer, J. A. (2001). Beating the odds: Teaching middle and high school students to read and write well. *American Educational Research Journal*, 38(4), 837-880.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
MI CLASS-Michigan Content Literacy Assessments, Standards and Strategies	2011-08-01	2014-08-01	ELA and Social Studies Teachers

### 1.1.2.1. Activity: MI CLASS-Michigan Content Literacy Assessments, Standards and Strategies

**Activity Type:** Professional Development

**Activity Description:** MI CLASS Professional Development Through Oakland Schools

**Planned staff responsible for implementing activity:** ELA and Social Studies Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Training for social studies teachers in effective reading strategies	Other	4,000.00	

### 1.1.3. Strategy: Adolescent Academic Reading Initiative (AARI), PD, Materials, Release Time

**Strategy Statement:** AARI is an accelerated initiative focused on academic literacy. Our goal is to bring middle and high school students to grade level quickly and to prevent students who are achieving well in elementary school from experiencing content area literacy issues when they reach middle school.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

2006 International Reading Association Dissertation of the Year

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development, Use of Materials, Observation of Teachers	2012-08-01	2014-07-01	Wendy Wilcox, Lori Ulewicz

#### 1.1.3.1. Activity: Professional Development, Use of Materials, Observation of Teachers

**Activity Type:** Professional Development

**Activity Description:** AARI is an accelerated county-wide initiative focused on academic literacy. Our goal is to bring middle and high school students to grade level quickly and to prevent students who are achieving well in elementary school from experiencing content area literacy issues when they reach middle school.

**Planned staff responsible for implementing activity:** Wendy Wilcox, Lori Ulewicz

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-01, End Date - 2014-07-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
AARI Support	Early Reading First	25,000.00	

### 1.1.4. Strategy: AIMS Web

**Strategy Statement:** AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.

**Selected Target Areas**

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

**What research did you review to support the use of this strategy and action plan?**

Research on effective instruction and assessment of students.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
AIMS Web Assessment	2012-06-01	2014-06-30	Morse and Troy Union instructional staff
AIMS Web Diagnostic Test	2011-12-01	2012-06-22	Teaching staff

#### 1.1.4.1. Activity: AIMS Web Assessment

**Activity Type:** Other

**Activity Description:** AIMS WEB will help school administrators and teachers demonstrate and work with tangible improvements. It helps teachers become more effective and more efficient in the classroom with at-risk students.

**Planned staff responsible for implementing activity:** Morse and Troy Union instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-06-01, End Date - 2014-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
AIMS web subscription, grade level meetings	Title I Part A	25,000.00	

### 1.1.4.2. Activity: AIMS Web Diagnostic Test

**Activity Type:** Other

**Activity Description:** Diagnostic assessment

**Planned staff responsible for implementing activity:** Teaching staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-12-01, End Date - 2012-06-22

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

### 1.1.5. Strategy: AIMS Web Assessment for RTI

**Strategy Statement:** AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to screen and provide for program evaluation data and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Andren, K. J. (2010). An analysis of the concurrent and predictive validity of Curriculum Based Measures (CBM), the Measures of Academic Progress (MAP), and the New England Common Assessment Program (NECAP) for reading. The University of Southern Maine: Maine.

Deno, S. L. (1985). Curriculum-based measurement: The emerging alternative. *Exceptional Children*, 52,(3), 219-232.

Fuchs, L. S., Fuchs, D., & Maxwell, L. (1988). The validity of informal reading comprehension measures. *Remedial and Special Education*, 9(2), 20-28.

Howe, K. B., & Shinn, M. M. (2002). Standard reading assessment passages (RAPs) for use in general outcome measurement: A manual describing development and technical features. Eden Prairie, MN: Edformation.

Kameâ??enui, E. J. (2002). Final report on analysis of reading assessment instruments for K-3. Eugene, OR: Institute for Educational Achievement.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Testing, Professional Development, Grade level observations	2012-06-26	2014-06-30	Troy Union and Morse Staff

**1.1.5.1. Activity: Testing, Professional Development, Grade level observations**

**Activity Type:** Other

**Activity Description:** Use of AIMS Web for Testing, Professional Development, Grade level observations

**Planned staff responsible for implementing activity:** Troy Union and Morse Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-06-26, End Date - 2014-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
AIMS Web Effective Use	Early Reading First	25,000.00	

### 1.1.6. Strategy: Alignment and Distribution of Curriculum through Atlas Rubicon

**Strategy Statement:** District staff will use Atlas Rubicon to assure alignment of instruction and learning to curricular standards.

**Selected Target Areas**

3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning

**What research did you review to support the use of this strategy and action plan?**

Jacobs, H. H. (1997). Mapping the big picture: Integrating curriculum and assessment K-12. Alexandria, VA: Association for Supervision and Curriculum Development.

Jacobs, H. H. (2004). Getting results with curriculum mapping. Alexandria, VA: Association for Supervision and Curriculum Development.

Udelhofen, S. (2005). Keys to curriculum mapping: Strategies and tools to make it work. Thousand Oaks, CA: Corwin Press.

Hale, J. A. (2008). A guide to curriculum mapping: Planning, implementing, and sustaining the process. Thousand Oaks, CA: Corwin Press.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Implementation of Atlas Rubicon	2011-08-01	2014-08-01	Coordinators/teachers/administrators

#### 1.1.6.1. Activity: Implementation of Atlas Rubicon

**Activity Type:** Professional Development

**Activity Description:** Utilization of Atlas Rubicon for lesson planning.

**Planned staff responsible for implementing activity:** Coordinators/teachers/administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Atlas Rubicon	General Funds	6,000.00	

### 1.1.7. Strategy: Common Assessment and Professional Development in Improved Assessment Use

**Strategy Statement:** District staff will engage students in instructionally sensitive common assessments promoting clear targets, feedback to students, and ongoing dialogue with teaching peers.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning

**What research did you review to support the use of this strategy and action plan?**

Black, P., & William, D. (2003). ?In praise of educational research?: Formative assessment. *British Educational Research Journal*, 29(5), 623-637.

Bloom, B.S. (1969). Some theoretical issues relating to educational evaluation. In R. W. Taylor (Ed.), *Educational evaluation: New roles, new means: The 68th yearbook of the National Society for the Study of Evaluation, Part II* (pp. 26-50). Chicago: University of Chicago Press.

Stiggins, R. J. (2002). *Assessment Crisis: The absence of assessment FOR learning*. *Phi Delta Kappan*, 83(10), 758-765.

Stiggins, R. J. (2005). *From formative assessment to assessment FOR learning: A path to success in standards-based schools*. *Phi Delta Kappan*, 87(4). Retrieved February 1, 2009 from

[http://www.pdkintl.org/kappan/k\\_v87/k0512sti.htm](http://www.pdkintl.org/kappan/k_v87/k0512sti.htm)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Assessment/Formative Assessment	2011-08-01	2013-08-01	Coordinators, teachers.

### 1.1.7.1. Activity: Common Assessment/Formative Assessment

**Activity Type:** Professional Development

**Activity Description:** Staff members will assess student learning using common assessments and collaboratively analyze the results to inform instruction and professional practice.

**Planned staff responsible for implementing activity:** Coordinators, teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2013-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Assessment Coaches/Coordinators	Title II Part A	50,000.00	

### 1.1.8. Strategy: Data Driven Dialogue Professional Development

**Strategy Statement:** Administrators and teacher learners will participate in professional development to grow their capacity to support discussions around data in their schools.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Research on the importance of using data to guide instructional decision making.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Data Driven Dialogue Professional Development	2012-08-13	2012-08-14	Department of Instruction and Assessment
Summer PD in Data Driven Dialogue	2012-08-13	2012-08-14	Department of Instruction and Assessment

**1.1.8.1. Activity: Data Driven Dialogue Professional Development**

**Activity Type:** Professional Development

**Activity Description:** Professional development for instructional leadership in how to build the capacity of staff to use data to make good instructional decisions for students.

**Planned staff responsible for implementing activity:** Department of Instruction and Assessment

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-13, End Date - 2012-08-14

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Summer PD in Data Driven Dialogue	Title II Part A	18,000.00	

**1.1.8.2. Activity: Summer PD in Data Driven Dialogue**

**Activity Type:** Professional Development

**Activity Description:** Professional Development with Bruce Wellman and Laura Lipton to grow the capacity of building leadership to lead discussions around data.

**Planned staff responsible for implementing activity:** Department of Instruction and Assessment

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-13, End Date - 2012-08-14

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 1.1.9. Strategy: Effective Hiring Practices

**Strategy Statement:** District staff will assure that decisions about personnel in schools are founded on the belief that hiring decisions have direct impact on the quality of instruction and the potential impact of decisions such as who to hire and how to evaluate teaching are taken into account when hiring decisions are made.

**Selected Target Areas**

2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system
2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations
2.13 Implements an evaluation system that provides for the professional growth of all personnel
3.9 Maintains a system-wide climate that supports student learning
5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable

**What research did you review to support the use of this strategy and action plan?**

Elmore, R., & Burney, D. (2000). Leadership and learning: Principal recruitment, induction, and instructional leadership in Community School District #2, New York City. Pittsburgh, PA: University of Pittsburgh, Learning and Research Development Center.

Marzano, R.J. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. (2009). School leadership that works. Alexandria, VA: Association for Supervision and Curriculum Development.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Hiring Procedures	2011-07-01	2012-07-02	Jasen Witt and Bonnie Lobert

**1.1.9.1. Activity: Hiring Procedures**

**Activity Type:** Professional Development

**Activity Description:** District staff will continuously review and refine hiring practices to ensure that highly qualified and dedicated staff members are added to and supported by our district administration.

**Planned staff responsible for implementing activity:** Jasen Witt and Bonnie Lobert

**Actual staff responsible for implementing activity:** Jasen Witt and Bonnie Lobert

**Planned Timeline:** Begin Date - 2011-07-01, End Date - 2012-07-02

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**1.1.10. Strategy: Effective Use of Technology**

**Strategy Statement:** District staff will integrate technology to promote student literacy.

**Selected Target Areas**

3.4 Supports instruction that is research-based and reflective of best practice
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement
5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals

**What research did you review to support the use of this strategy and action plan?**

Joseph K. Torgesen, Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters, Learning Disabilities Research & Practice, 15(1), 55-64, 2000, Lawrence Erlbaum Associates, Inc.

Editorial, Waiting Rarely Works: "Late Bloomers" Usually Just Wilt, American Educator, the quarterly journal of the American Federation of Teachers, AFL-CIO, Fall 2004

Print is not dead - but it is fast fading away, The Guardian, October 14, 2005  
<http://education.guardian.co.uk/higher/comment/story/0,9828,1592336,00.html>

Ira Socol, Assistive Technology in Education: The Basics, Michigan Rehabilitation Services, February 2005

Ira Socol, Rapid Determination of Assistive Technology Needs for Reading Disabilities in

High School Seniors Seeking to Attend College, conference paper, November 2004

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
MACUL Conference	2012-02-01	2012-05-05	Merri Lynn Colligan
Professional Development Integrating Technology	2011-08-31	2012-06-29	Merri Lynn Colligan

#### 1.1.10.1. Activity: MACUL Conference

**Activity Type:** Professional Development

**Activity Description:** Attendance at MACUL Conference

**Planned staff responsible for implementing activity:** Merri Lynn Colligan

**Actual staff responsible for implementing activity:** Merri Lynn Colligan

**Planned Timeline:** Begin Date - 2012-02-01, End Date - 2012-05-05

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conference Fees	Other		

#### 1.1.10.2. Activity: Professional Development Integrating Technology

**Activity Type:** Professional Development

**Activity Description:** Staff will participate in professional development in the integration of technology to support collaboration, communication, creativity, and acquisition of core content skills.

**Planned staff responsible for implementing activity:** Merri Lynn Colligan

**Actual staff responsible for implementing activity:** Merri Lynn Colligan

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 1.1.11. Strategy: ELL Advancement Training

**Strategy Statement:** District staff will facilitate high quality instruction for English Learners related to the SIOP model in content area teaching.

**Selected Target Areas**

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning

**What research did you review to support the use of this strategy and action plan?**

Bill & Melinda Gates Foundation. (2010). Empowering effective teachers: Strategies for implementing reforms. Seattle, WA: Author.

Center for Applied Linguistics Working Group on ELL Policy. (2010). Recommendations for the reauthorization of the Elementary and Secondary Education Act. Washington, DC: Center for Applied Linguistics. Retrieved June 10, 2010, from <http://www.cal.org/topics/ell/ELL-Working-Group-ESEA.pdf>

Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA:

Association of Supervision and Curriculum Development. Echevarria, J. A., Vogt, M. J., & Short, D. J. (2008). Making content comprehensible for English learners: The SIOP model (3rd ed.). Boston: Allyn & Bacon.

Sanders, W., & Horn, S. (1998). Research findings from the Tennessee Value-Added Assessment System (TVAAS) database: Implications for educational evaluation and research. Journal of Personnel Evaluation in Education, 12(3), 247-256.

Sanders, W., & Rivers, J. (1996). Cumulative and residual effects of teachers of future student academic achievement. Knoxville: University of Tennessee Value-Added Research and Assessment Center.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ELL Advancement Training	2011-08-01	2014-08-01	Select teachers

### 1.1.11.1. Activity: ELL Advancement Training

**Activity Type:** Professional Development

**Activity Description:** Ongoing, sustained professional development in the use of effective instructional strategies for ELL learning.

**Planned staff responsible for implementing activity:** Select teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ELL Advancement Training	Title III	25,000.00	

### 1.1.12. Strategy: Establishment of a Respectful and Inclusive Environment

**Strategy Statement:** District staff will create and maintain a school climate and learning environment that is accepting, safe for, respectful of, friendly toward, and responsive to all persons. A district diversity council will promote inclusiveness in our schools and community.

**Selected Target Areas**

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
1.3 Identifies system-wide goals and measures to advance the vision
6.1 Fosters collaboration with community stakeholders to support student learning
7.2 Engages stakeholders in the processes of continuous improvement

**What research did you review to support the use of this strategy and action plan?**

Blanchett, W. J., Mumford, V., & Beachum, F. (2005). Urban School Failure and Disproportionality in a Post-Brown Era. Remedial and Special Education, 26(2), 70-81.

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. Intervention in School & Clinic, 40(4), 195-211.

Moule, Jean (2012). Cultural Competence: A primer for educators. Wadsworth/Cengage, Belmont, California.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PD on Tolerance and Diversity and Inclusion Council	2011-08-01	2014-08-01	Diversity and Inclusion Professional Development Sub-Committee

**1.1.12.1. Activity: PD on Tolerance and Diversity and Inclusion Council**

**Activity Type:** Professional Development

**Activity Description:** All staff members will participate in professional development related to tolerance, diversity, and inclusion.

**Planned staff responsible for implementing activity:** Diversity and Inclusion Professional Development Sub-Committee

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
District Diversity Council	No Funds Required		

**1.1.13. Strategy: Grade Level Meetings**

**Strategy Statement:** District staff will engage in professional conversations both vertically and horizontally about instructional practice and learning.

**Selected Target Areas**

1.3 Identifies system-wide goals and measures to advance the vision
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

**What research did you review to support the use of this strategy and action plan?**

Annenberg Institute for School Reform. (2004). Professional learning communities: Professional development strategies that improve instruction. Retrieved March 22, 2007, from <http://www.annenberginstitute.org/pdf/ProfLearning.pdf>

DuFour, R. (2004, May). What is a "professional learning community"? Educational Leadership, 61(8), 6-11.

DuFour, R., & Burnette, B. (2002, Summer). Pull out negativity by its roots. Journal of Staff Development, 23(3), 27-30. Retrieved March 22, 2007, from <http://www.nsdc.org/library/publications/jsd/burnette233.cfm>  
National Staff Development Council. (2001a). Collaboration skills. Retrieved March 22, 2007, from <http://www.nsdc.org/standards/collaborationskills.cfm>

National Staff Development Council. (2001b). Data-driven. Retrieved March 22, 2007, from <http://www.nsdc.org/standards/datadriven.cfm>

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Grade Level and Vertical Meetings	2011-08-01	2014-08-01	Coordinators, Assistant Superintendents, Directors

### 1.1.13.1. Activity: Grade Level and Vertical Meetings

**Activity Type:** Professional Development

**Activity Description:** Students will benefit from teacher and administrator participation in grade level and vertical meetings answering the questions of the professional learning communities model- What should students know and be able to do? How will we know when they have learned it? What will we do when students don't learn?

**Planned staff responsible for implementing activity:** Coordinators, Assistant Superintendents, Directors

**Actual staff responsible for implementing activity:** Coordinators, Assistant Superintendents, Directors

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Day in Fall	General Funds	1.00	
Substitute teachers to release	General Funds	1.00	

### 1.1.14. Strategy: Highly Qualified Paraprofessional

**Strategy Statement:** A highly qualified paraprofessional will work with English Language Learners.

**Selected Target Areas**

3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders

**What research did you review to support the use of this strategy and action plan?**

See research for

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Small group instruction	2012-09-04	2014-07-01	Paraprofessional and instructional staff

#### 1.1.14.1. Activity: Small group instruction

**Activity Type:** Other

**Activity Description:** Small group instruction supporting learning of rigorous content.

**Planned staff responsible for implementing activity:** Paraprofessional and instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2014-07-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessional	Title III	10,000.00	

### 1.1.15. Strategy: Implementation of LLI system to move English Language Learners

**Strategy Statement:** To train teachers in implementing the Leveled Literacy Intervention system to move English Language learners and readers forward. LLI is a small-group, supplementary intervention designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency in 14 to 18 weeks on average.

Each lesson in the LLI system also provides specific suggestions for supporting English language learners who are selected for the program.

### Selected Target Areas

3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning

### What research did you review to support the use of this strategy and action plan?

Reading Progress for English Language Learner LLI students

Out of the total LLI student sample from Heinemann's LLI Data Collection Project (2009-2010), 925 of the kindergarten through fifth-grade students were reported to be English Language Learners (ELL). Learn how the reading progress of these English Language Learners accelerated in LLI in the summary report. LLI Efficacy Study 2009-2010

The LLI Efficacy Study was conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis. This scientific study looked at the impact of LLI instruction on struggling readers in two locations: the rural Tifton County Schools in GA and the suburban Enlarged School District of Middletown, NY. The LLI Efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, the study looked at the fidelity of LLI implementation. It included both independent observations and feedback from teachers and independent on-site researchers. These included two measures of reading achievement for evaluating students' progress in literacy; one observational tool for assessing teachers' LLI instructional practices; and two teacher surveys and focus groups to obtain teachers' and on-site researchers' feedback on LLI.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
K-3 small group lessons using LLI	2012-09-03	2014-06-27	Department of Instruction and Assessment

## 1.1.15.1. Activity: K-3 small group lessons using LLI

**Activity Type:** Other

**Activity Description:** The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades.

Lessons across the three systems progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N).

**Planned staff responsible for implementing activity:** Department of Instruction and Assessment

**Actual staff responsible for implementing activity:** K-2 paraeducators, ESL teachers, Title 1 tutors, Reading Teachers

**Planned Timeline:** Begin Date - 2012-09-03, End Date - 2014-06-27

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
LLI Kits (25,000) LLI PD (30,000), LLI PD Subs (20,000)	Title III	60,000.00	

### 1.1.16. Strategy: Implementation of materials necessary for full implementation of balanced l

**Strategy Statement:** Currently, 6-12 materials have been implemented supporting reading, writing, listening, speaking, viewing, grammar, and technological skills  
Currently K-5 materials have been implemented in the strands of reading and writing with more word study professional development necessary  
By the end of the 2012-2013 school year, materials will be fully implemented K-12 supporting integrated ELA learning and effective word study practices

**Selected Target Areas**

- 3.4 Supports instruction that is research-based and reflective of best practice
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
- 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

**What research did you review to support the use of this strategy and action plan?**

Ananda, Sri. (2003). Rethinking issues of alignment under No Child Left Behind (Knowledge Brief). San Francisco: WestEd.  
Beane, J.A. (1995). Introduction: What is a coherent curriculum?

- In J.A. Beane (Ed.), *Toward a coherent curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from <http://www.ascd.org/readingroom/books/beane95book.html>
- Cawelti, G., & Protheroe, N. (2001). *High student achievement: How six school districts changed into high-performance systems*. Arlington, VA: Educational Research Service.
- Cawelti, G., & Protheroe, N. (2003). *Supporting school improvement: Lessons from districts successfully meeting the challenge*. Arlington, VA: Educational Research Service.
- Chrispeels, J.H. (2002). The California Center for Effective Schools. The Oxnard school district partnership. *Phi Delta Kappan* (January 2002), 382-387.
- Council of Chief State School Officers. (2002). *Expecting success: Self-assessment and resource guide for improving service delivery*. Washington, DC: Author.
- Downey, C. (2001). District leaders: Step up to the plate. *Leadership* (September/October 2001), 18-20.
- Educational Research Service. (1998). *Using content and performance standards at the local school district level* (ERS Informed Educator). Arlington, VA: Author.
- Evaluation Section, Division of Accountability Services, North Carolina Department of Public Instruction. (2000). *Improving student performance: The role of district-level staff*. Retrieved from <http://www.nc.publicschools.org/Accountability/evaluation/esalbriefs/vol2n4-role.pdf>.
- Gordon, D.T. (2002). *Moving instruction to center stage*. Harvard Education Letter (September/October 2002). Retrieved from <http://www.edletter.org/current/index.shtml>
- Hirsch, E.D., Jr. (1996). *The schools we need and why we don't have them*. New York: Doubleday.
- Johnston, H. (n.d.). *A simple curriculum alignment activity for high school faculties*. The Principal's Partnership. Retrieved from <http://www.principalspartnership.com/curricalignment.html>
- King, M.B., & Newmann, F.M. (2000). Will teacher learning advance school goals? *Phi Delta Kappan* (April 2000), 576-580.
- Liebling, C.R. (1997). *Achieving standards-based curriculum alignment through mindful teaching*. Arlington, VA: The New York Technical Assistance Center and The George Washington University Region III Comprehensive Center.
- March, J.K., & Peters, K.H. (2002). *Curriculum development and instructional design in the effective schools process*. *Phi Delta Kappan* (January 2002), 379-381.
- Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Massell, D. (2000.) The district role in building capacity: Four strategies (CPRE Policy Briefs). Philadelphia: Consortium for Policy Research in Education.

Newmann, F.M., Smith, B., Allensworth, E., & Bryk, A.S. (2001). School instructional program coherence: Benefits and challenges. Chicago: Consortium on Chicago School Research. Retrieved from <http://www.consortium-chicago.org/pdfs/p0d02.pdf>

North Carolina Department of Public Instruction. (2000). Local curriculum guides set the pace for classrooms. Just for Teachers (Spring 2000). Retrieved from [http://www.dpi.state.nc.us/egroup\\_archive/teachers\\_archive/jftspr00.html](http://www.dpi.state.nc.us/egroup_archive/teachers_archive/jftspr00.html)

Ragland, M.A., Asera, R., & Johnson Jr., J.F. (1999). Urgency, responsibility, efficacy: Preliminary findings of a study of highperforming Texas school districts. University of Texas at Austin: The Charles A. Dana Center.

Smith, J.B., Smith, A., & Bryk, A.S. (1998). Setting the pace: Opportunities to learn in Chicago's elementary schools. Chicago: Consortium on Chicago School Research.

Snipes, J., Doolittle, F., & Herlihy, C. (2002). Foundations for success: Case studies of how urban school systems improve student achievement? An abstract. Washington, DC: Council of the Great City Schools.

Squires, D.A. (1998). Toward a balanced curriculum: Aligning standards, curriculum, and assessments. ERS Spectrum (Summer 1998), 17-24.

Togneri, W., & Anderson, S.E. (2003, March). Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools? a leadership brief. Washington, DC: Learning First Alliance. Retrieved from <http://www.edpolicy.org/research/documents/biefullreport.pdf>

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Purchase of materials to support full implementation of ELA CCSS	2012-07-02	2013-06-28	Anne Mull and Lori Ulewicz

### 1.1.16.1. Activity: Purchase of materials to support full implementation of ELA CCSS

**Activity Type:** Other

**Activity Description:** Purchase of materials- K-12 alignment

**Planned staff responsible for implementing activity:** Anne Mull and Lori Ulewicz

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-02, End Date - 2013-06-28

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 1.1.17. Strategy: Instructional Rounds

**Strategy Statement:** District staff will engage in instructional rounds to develop a shared understanding of high-quality instruction.

**Selected Target Areas**

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels

**What research did you review to support the use of this strategy and action plan?**

City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009) Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning, Harvard Education Press. Elmore, R.F. (2007). Professional Networks and School Improvement, The School Administrator, April.

Elmore, R. F. (2007). Let's act like professionals. Journal of Staff Development, 28(3), 31-33. Hargreaves, A. (1994). Changing teachers, changing times: Teachers work and culture in the postmodern age. Cassell, London: Teachers College Press.

Newmann, F. M., Marks, H. M., & Gamoran, A. (1996). Authentic pedagogy and student performance. American Journal of Education, 104(4), 280-312.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Observation of Classrooms and Discussion	2011-08-01	2014-08-01	Administrators and teachers
Purchase of materials	2012-07-02	2012-07-03	Anne Mull, Lori Ulewicz

### 1.1.17.1. Activity: Observation of Classrooms and Discussion

**Activity Type:** Professional Development

**Activity Description:** Students will learn in classrooms where administrators and teachers will observe colleagues during instruction and then dialogue about the experience to develop a shared understanding of characteristics of effective instruction.

**Planned staff responsible for implementing activity:** Administrators and teachers

**Actual staff responsible for implementing activity:** Administrators and teachers

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Planning Time	General Funds	0.00	

### 1.1.17.2. Activity: Purchase of materials

**Activity Type:** Other

**Activity Description:** Purchase of K-5 materials and alignment of resources to common core expectations.

**Planned staff responsible for implementing activity:** Anne Mull, Lori Ulewicz

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-02, End Date - 2012-07-03

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

### 1.1.18. Strategy: Instructional Strategies Identified Through Marzano Meta Analysis

**Strategy Statement:** District staff will utilize instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels

**What research did you review to support the use of this strategy and action plan?**

Marzano, R. J., Transforming Classroom Grading. Virginia: ASCD, 2000. [251]

Marzano, R. J., Pickering, D. J., and Pollock, J. E., Classroom Instruction That Works: Research-Based Strategies For Increasing Student Achievement. Virginia: ASCD, 2001. [252]

Tomlinson, C. A., How To Differentiate Instruction In Mixed-Ability Classrooms. 2nd Edition. Virginia: ASCD, 2001. [256]

Wiggins, G. and McTighe, J., Understanding by Design. Virginia: ASCD, 1998. [257]

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Continued learning and use of Research Based Instructional Strategies	2011-08-01	2014-08-01	Administrators and teachers.

**1.1.18.1. Activity: Continued learning and use of Research Based Instructional Strategies**

**Activity Type:** Professional Development

**Activity Description:** Staff members will continue to discuss and utilize research based instructional strategies to ensure student learning.

**Planned staff responsible for implementing activity:** Administrators and teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 1.1.19. Strategy: International Baccalaureate (IB) PD

**Strategy Statement:** District staff will attend conferences and professional development related to International Baccalaureate (IB) practices.

**Selected Target Areas**

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

**What research did you review to support the use of this strategy and action plan?**

Burris, C, Welner, KG, Wiley, EW, Murphy, J. (2007). A world class curriculum for all. Educational Leadership 64 (7) p53?56.

Burris, C. , Welner, K.G., Wiley, E.W., & Murphy, J. (2008). Accountability, rigor, and detracking: Achievement effects of embracing a challenging curriculum as a universal good for all students. Teachers College Record 110(3), p. 571?607.

Good, G.A. (2004). Two International Baccalaureate programs in the southwestern United States: Hispanic student perceptions and participation in a suburban and a border school. Ed.D. dissertation, Arizona State University, United States ?? Arizona. Retrieved July 29, 2009, from Dissertations & Theses: The Humanities and Social Sciences Collection. (Publication No. AAT 3152403).

Mayer, A.P. (2006). Interrupting social reproduction: The implementation of an International Baccalaureate Diploma Program in an urban high school. Ph.D. dissertation, University of California, Davis, United States ?? California. Retrieved July 29, 2009, from Dissertations & Theses: The Humanities and Social Sciences Collection. (Publication No. AAT 3230661).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development in IB Practices	2011-08-01	2012-08-31	IB Coordinator

### 1.1.19.1. Activity: Professional Development in IB Practices

**Activity Type:** Professional Development

**Activity Description:** Professional development in the best practices of the IB programme.

**Planned staff responsible for implementing activity:** IB Coordinator

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2012-08-31

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
International Baccalaureate (IB) PD	Other		

### 1.1.20. Strategy: Management of School Finances to Support Ambitious Academic Goals

**Strategy Statement:** District staff will ensure that all financial practices support student learning and achievement.

**Selected Target Areas**

2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations
2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement
5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures

**What research did you review to support the use of this strategy and action plan?**

Michigan School Accounting Manual (Bulletin 1022)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
School Finance	2011-07-01	2012-07-31	Mark Rajter and Monica Papasian

**1.1.20.1. Activity: School Finance**

**Activity Description:** Students will benefit from learning in an school environment supported by educationally sensitive financial personnel who value and promote ambitious academic goals.

**Planned staff responsible for implementing activity:** Mark Rajter and Monica Papasian

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-07-01, End Date - 2012-07-31

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**1.1.21. Strategy: Middle School READ 180 Coach**

**Strategy Statement:** District staff will ensure that the READ 180 program is implemented with fidelity to promote adolescent literacy.

**Selected Target Areas**

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction

**What research did you review to support the use of this strategy and action plan?**

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 3241.

Cognition and Technology Group at Vanderbilt University. (1990). Anchored instruction and its relationship to situated cognition. *Educational Researcher*, 19(6), 2?10.

Cognition and Technology Group at Vanderbilt University. (1994). Multimedia environments for developing literacy in at-risk students. In B. Means (Ed.), *Education reform: The reality behind the promise*.

San Francisco: Jossey-Bass Publishers.

Daley, P., & Rubin, T. (1999). Turning the tide. *Instructor*, 108(8), 23?26.

Gagne, R. M. (1983). Some issues in the psychology of mathematics instruction. *Journal for Research in Mathematics Education*, 14(1), 7?18.

H

asselbring, T. S., & Goin, L. (2004). Literacy instruction for older struggling readers: What is the role of technology? *Reading and Writing Quarterly*, 20(2), 123?144.

Hasselbring, T. S., Goin, L. I., & Bransford, J. (1988). Developing math automaticity in learning: The role of computerized drill and practice. *Focus on Exceptional Children*, 20(6), 1?7.

Hasselbring, T. S., Goin, L., Taylor, R., Bottge, B., & Daley, P. (1997). The computer doesn't embarrass me.

*Educational Leadership*, 55(3), 30?33.

Papalewis, R. (2004). Struggling middle school readers: Successful, accelerating intervention. *Reading Improvement*, 41(1), 24?37.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Coaching Support	2011-08-01	2012-08-01	Jan Hagland

### 1.1.21.1. Activity: Coaching Support

**Activity Type:** Professional Development

**Activity Description:** Students will participate in coached lessons to support fidelity of implementation and successful literacy skill acquisition.

**Planned staff responsible for implementing activity:** Jan Hagland

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2012-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Middle School READ 180 Coach	Title II Part A	5,000.00	

## 1.1.22. Strategy: Parent and Community Communications

**Strategy Statement:** District staff will effectively communicate with parents and the community to ensure shared understanding of our district mission of learning for all in a safe and supportive school environment.

**Selected Target Areas**

2.12 Assesses and addresses community expectations and stakeholder satisfaction
5.12 Provides student support services coordinated with the school, home, and community
6.1 Fosters collaboration with community stakeholders to support student learning
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
6.5 Provides information that is meaningful and useful to stakeholders

**What research did you review to support the use of this strategy and action plan?**

Epstein, J.L. (1990). School and family connections: Theory, research, and implication for integrating sociologies of education and family. In D.G. Unger and M.B. Sussman (Eds.) Families in community settings: Interdisciplinary perspectives. New York: Haworth Press.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Use of technology and other resources for communication with stakeholders	2011-06-30	2012-07-31	Kerry Birmingham

### 1.1.22.1. Activity: Use of technology and other resources for communication with stakeholders

**Activity Description:** District staff will use technology to communicate with stakeholder groups about school activities, goals, and events.

**Planned staff responsible for implementing activity:** Kerry Birmingham

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-30, End Date - 2012-07-31

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Supplies	Title III	5,000.00	
School Messenger	General Funds	10.00	
TransAct	Title III	12,000.00	

### 1.1.23. Strategy: Parent Liasion

**Strategy Statement:** Our parent liaison will work with students, teachers, and families to support academic success and family engagement.

**Selected Target Areas**

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.8 Supports the implementation of interventions to help students meet expectations for student learning

**What research did you review to support the use of this strategy and action plan?**

Research on parent involvement

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Parent Liaison Outreach	2012-09-07	2014-07-31	Parent Liaison

#### 1.1.23.1. Activity: Parent Liaison Outreach

**Activity Type:** Other

**Activity Description:** Parent Liaison will work with teachers families and students to assure acquisition of rigorous content.

**Planned staff responsible for implementing activity:** Parent Liaison

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-07, End Date - 2014-07-31

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Liaison	Title III	25,000.00	

## 1.1.24. Strategy: Parent/Stakeholder Involvement

**Strategy Statement:** District staff will develop comprehensive programs of school-family-community partnership including parenting workshops, ongoing communication, volunteer opportunities, support for learning at home, involvement in school decision making, and community collaboration.

### Selected Target Areas

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.9 Maintains a system-wide climate that supports student learning
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
6.1 Fosters collaboration with community stakeholders to support student learning
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
7.2 Engages stakeholders in the processes of continuous improvement

### What research did you review to support the use of this strategy and action plan?

Christian, K.; Morrison, F. J.; & Bryant, F. B. (1998). Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments. *Early Childhood Research Quarterly*, 13(3), 501-521.

Epstein, J. (2001). *School, family, and community partnerships*. Boulder: Westview Press.

Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Including parents as active stakeholders	2011-08-01	2014-08-01	Administrators and teachers

**1.1.24.1. Activity: Including parents as active stakeholders**

**Activity Type:** Professional Development

**Activity Description:** Active inclusion and pursuit of parents as stakeholders in student learning.

**Planned staff responsible for implementing activity:** Administrators and teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
TransACT	Title III	12,000.00	

**1.1.25. Strategy: Participation of 4th and 5th grade teachers in lab classrooms**

**Strategy Statement:** By the end of the 2012-2013 school year, 100% of 4th grade teachers will observe and discuss observations of other classrooms four times during the school year

By the end of the 2013-2014 school year, 100% of 5th grade teachers will observe and discuss observations of other classrooms four times during the school year

**Selected Target Areas**

2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals

**What research did you review to support the use of this strategy and action plan?**

Calkins, L. (2003). Units of study for primary writing: A yearlong curriculum. Portsmouth, NH: Heinemann.

Ray, K., & Cleaveland, L. (2004). About the authors: Teaching our youngest writers. Portsmouth, NH: Heinemann.

Sousa, D. (2006). How the brain learns (3rd ed.). Thousand Oaks, CA: Corwin Press.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Lab classroom	2012-09-10	2013-06-07	Lori Ulewicz

### 1.1.25.1. Activity: Lab classroom

**Activity Type:** Professional Development

**Activity Description:** By the end of the 2012-2013 school year, 100% of 4th grade teachers will observe and discuss observations of other classrooms four times during the school year  
By the end of the 2013-2014 school year, 100% of 5th grade teachers will observe and discuss observations of other classrooms four times during the school year

**Planned staff responsible for implementing activity:** Lori Ulewicz

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-10, End Date - 2013-06-07

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sub release time	General Funds	50,000.00	

### 1.1.26. Strategy: Patterns of Strengths and Weaknesses

**Strategy Statement:** District staff will use a "pattern of strengths and "weakesses" approach to help identify and plan for the special needs of students with learning disabilities.

**Selected Target Areas**

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

**What research did you review to support the use of this strategy and action plan?**

Berninger, V.W. & Richards T. (2000). Novel treatment helps dyslexics significantly improve reading skills, shows the brain changes as children learn. University of Washington News, 24 May 2000. Retrieved November 21, 2008, from <http://uwnews.org/article.asp?articleID=1923>

Feifer, S. (2008). Integrating neuroscience and RTI in the assessment of LDs. In Fletcher- Janzen, E., and Reynolds, C., (Eds.) Neuropsychological Perspectives on Learning Disabilities in the Era of RTI (pp. 219-237). Hoboken, New Jersey: John Wiley & Sons, Inc.

Hale, J. B. (2006). Implementing IDEA 2004 with a three-tier model that includes response to intervention and cognitive assessment methods. School Psychology Forum: Research into Practice 1 (1) 16-27.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Special Education Utilization of Model	2011-08-01	2014-08-01	Special education staff, teachers

**1.1.26.1. Activity: Special Education Utilization of Model**

**Activity Type:** Professional Development

**Activity Description:** Special education and general education teachers will continue to grow

understanding of patterns of strengths and weaknesses and curriculum based measurement.

**Planned staff responsible for implementing activity:** Special education staff, teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 1.1.27. Strategy: Personal Growth Plans/Rigorous Course Selection

**Strategy Statement:** District staff will support students in the development of personal growth plans identifying goals, career aspirations, and the necessary academic course selections that are necessary to achieve the identified objectives.

**Selected Target Areas**

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**What research did you review to support the use of this strategy and action plan?**

Hazler, R. J. (1998). Helping in the hallways: Advanced strategies for enhancing school relationships. Thousands Oaks, CA:

Corwin. Niles, S. G., & Harris-Bowlsbey, J. (2005). Career development interventions in the 21st century (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Rosenbaum, J. E. (1998). College-for-all: Do students understand what college demands? Social Psychology of Education, 2, 55-80.

Wirt, J., Choy, S., Gerald, D., Provasnik, S., Rooney, P., Watanabe, S., et al. (2002). The condition of education 2002 (NCES 2002-025). Washington, DC: U.S. Government Printing Office.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Active encouragement of students to take rigorous coursework	2011-08-01	2014-08-01	Counselors, teachers

### 1.1.27.1. Activity: Active encouragement of students to take rigorous coursework

**Activity Type:** Professional Development

**Activity Description:** Staff members will discuss ways to encourage and insist that students take rigorous coursework.

**Planned staff responsible for implementing activity:** Counselors, teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

### 1.1.28. Strategy: Pre-School and all day kindergarten tuition

**Strategy Statement:** District staff will ensure that ESL student in need receive tuition assistance to attend pre-school and all day kindergarten.

**Selected Target Areas**

3.4 Supports instruction that is research-based and reflective of best practice
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

**What research did you review to support the use of this strategy and action plan?**

Goodman, A., & Sianesi, B. (2005). Early education and children's outcomes: How long do the impacts last? London: Institute for Fiscal Studies, University of London.

Melhuish, E.C., Sylva, K., Sammons, P., Siraj-Blatchford, I., Taggart, B. Phan, M.B., & Malin, A. (2008). Preschool influences on mathematics achievement. *Science*, 321, 1161-1162.

Ramey, C.T., Campbell, F.A., Burchinal, M., Skinner, M.L., Gardner, D.M., & Ramey, S.L. (2000). Persistent effects of early childhood education on high-risk children and their mothers. *Applied Developmental Science*, 4(1), 2-14.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Pre-School and all day kindergarten tuition	2011-08-01	2012-07-31	Building principal

### 1.1.28.1. Activity: Pre-School and all day kindergarten tuition

**Activity Description:** Pre-school tuition for students in need.

**Planned staff responsible for implementing activity:** Building principal

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2012-07-31

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

### 1.1.29. Strategy: READ Interventions

**Strategy Statement:** District staff will use reading intervention (Successmaker/ Reading Recovery) program to address individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

**Selected Target Areas**

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals

**What research did you review to support the use of this strategy and action plan?**

Admon, N. (2004). A study of reading strategies in partnership with Guajome Park Academy School for Integrated Academics and Technologies and Job Corps. New York, NY: Scholastic Inc. Interactive, Inc. (2002). Final report: Study of READ 180 in the Council of Great City Schools. New York, NY: Author.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Continued professional development in use of READ 180	2011-08-01	2014-08-01	READ 180 teachers, Director

**1.1.29.1. Activity: Continued professional development in use of READ 180**

**Activity Type:** Professional Development

**Activity Description:** READ 180 teachers will continue with professional development related to the effective use of READ 180 to promote adolescent literacy.

**Planned staff responsible for implementing activity:** READ 180 teachers, Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 1.1.30. Strategy: Safe Learning Environment

**Strategy Statement:** District staff will maintain facilities to be safe and healthy environments conducive to student learning.

**Selected Target Areas**

5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment
5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders
5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment

**What research did you review to support the use of this strategy and action plan?**

Robert Marzano, What Works in Schools: Translating Research into Action (2003) ASCD

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Safe and Orderly Learning Environment	2011-07-01	2012-07-31	Kenneth Miller

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#### 1.1.30.1. Activity: Safe and Orderly Learning Environment

**Activity Description:** District staff will ensure students and teachers are safe and perceive that they are safe from physical and psychological harm and that the school environment promotes learning for all.

**Planned staff responsible for implementing activity:** Kenneth Miller

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-07-01, End Date - 2012-07-31

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 1.1.31. Strategy: Social Worker

**Strategy Statement:** Social worker will work with Morse students.

**Selected Target Areas**

3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement

**What research did you review to support the use of this strategy and action plan?**

Germain, C. (2006). An ecological perspective on social work in the schools. In R. Constable, C. R. Massat, S. McDonald, & J. P. Flynn (Eds.), *School social work: Practice, policy and research* (6th ed., pp. 28-39). Chicago: Lyceum Books.

Kratochwill, T. R., & Shernoff, E. S. (2003). Evidence-based practice: Promoting evidencebased interventions in school psychology (WCER Working Paper No. 2003-13). Madison: Wisconsin Center For Educational Research. Retrieved August 8, 2004, from [http://www.wcer.wisc.edu/Publications/workingPapers/Working\\_Paper\\_No\\_2003\\_13.pdf](http://www.wcer.wisc.edu/Publications/workingPapers/Working_Paper_No_2003_13.pdf)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Social worker	2012-06-29	2014-06-30	School social worker

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#### 1.1.31.1. Activity: Social worker

**Activity Type:** Other

**Activity Description:** Social worker to spend time with students mediating their needs.

**Planned staff responsible for implementing activity:** School social worker

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-06-29, End Date - 2014-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Social worker	Title I Part A	50,000.00	

### 1.1.32. Strategy: Student Interventionist

**Strategy Statement:** Teacher will work with Title 1 targeted students to make academic gains.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Research related to opportunities to learn, extended time, acceleration of learning.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Student Interventionist	2011-12-01	2012-06-22	Certified staff

#### 1.1.32.1. Activity: Student Interventionist

**Activity Type:** Other

**Activity Description:** Teacher working with at-risk students within Title buildings.

**Planned staff responsible for implementing activity:** Certified staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-12-01, End Date - 2012-06-22

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Student Interventionist	Title I Part A	115,000.00	

**1.1.33. Strategy: Summer School**

**Strategy Statement:** District staff will provide Struggling students with opportunities for summer instruction making available the extra support students need to meet learning standards.

**Selected Target Areas**

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
5.12 Provides student support services coordinated with the school, home, and community
6.1 Fosters collaboration with community stakeholders to support student learning
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

Bell, Susanne, and Natalie Carrillo. "Characteristics of effective summer learning programs in practice." *New Directions for Youth Development* No. 114 Summer 2007: 45-63. Wiley InterScience. Web. 29 Mar. 2010.

Fairchild, Ron, Brenda McLaughlin, and Brendan P. Costigan. "How did you spend your summer vacation? What public policies do (and don't do) to support summer learning opportunities for all youth." *Afterschool Matters, Occasional Paper Series #8* Spring 2007: 1-22. The Robert Bowne Foundation. Web. 29 Mar. 2010.

Wilson-Ahlstrom, Alicia, et al. "School's Out: A Look At Summer Learning and Engagement." *Out-of-School Time Policy Commentary #7* Jul. 2004: 1-7. The Forum for Youth Investment. Web. 19 Feb 2010.

Wimer, Christopher, et al. "What Are Kids Getting Into These Days? Demographic Differences in Youth Out-of-School Time Participation." March 2006. National Summer Learning Association. Web. 19 Feb

2010.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Active encouragement of students to participate in summer learning	2011-08-01	2014-08-01	Teachers, administrators, assistant superintendents

### 1.1.33.1. Activity: Active encouragement of students to participate in summer learning

**Activity Type:** Professional Development

**Activity Description:** Teachers and administrators will understand the link between summer interventions and the prevention of the summer slide and will encourage appropriate students to attend summer sessions.

**Planned staff responsible for implementing activity:** Teachers, administrators, assistant superintendents

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Funding for summer school	Title I Part A	66,000.00	
Title 3 funding for summer school	Title III	70,000.00	

### 1.1.34. Strategy: Surveys

**Strategy Statement:** District staff will survey students, staff, parents, and community members to ensure district alignment with stake holder expectations and needs.

**Selected Target Areas**

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
1.4 Develops and continuously maintains a profile of the system, its students, and the community
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources
2.9 Creates and supports collaborative networks of stakeholders to support system programs
2.12 Assesses and addresses community expectations and stakeholder satisfaction
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
6.1 Fosters collaboration with community stakeholders to support student learning

**What research did you review to support the use of this strategy and action plan?**

Bernhardt, Victoria L. Data Analysis for Continuous School Improvement. Larchmont, New York: Eye on Education, 2004.

Love, Nancy. Using Data to Improve Learning for All. Thousand Oaks, California: Corwin Press, 2008.

Reeves, Douglas B. The Learning Leader. Alexandria, Virginia: Association for Supervision and Curriculum Development, 2006.

White, Stephen. Beyond the Numbers. Englewood, Colorado: Advanced Learning Press, 2005

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Parent, Student, Community, and Staff Survey	2011-09-30	2011-11-30	North Central Association Continuous Improvement Committee

**1.1.34.1. Activity: Parent, Student, Community, and Staff Survey**

**Activity Description:** Parent, student, community, and staff will be survey on their perceptions of the work of our schools and the district to ensure learning for all members of our community.

**Planned staff responsible for implementing activity:** North Central Association Continuous Improvement Committee

**Actual staff responsible for implementing activity:** North Central Association Continuous Improvement Committee

**Planned Timeline:** Begin Date - 2011-09-30, End Date - 2011-11-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 1.1.35. Strategy: Title 1 Tutors

**Strategy Statement:** District staff will support tutors to reinforce student learning of content objectives under the supervision of highly qualified teachers.

**Selected Target Areas**

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

Edward E. Gordon, Ronald R. Morgan, Judith A. Ponticell, and Charles J. O'Malley, "Tutoring Solutions for No Child Left Behind," NASSP Bulletin (National Association of Secondary School Principals), 88 (March 2004): 59-68.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development for Title 1 Tutors	2011-08-01	2014-08-01	Tutors, director

#### 1.1.35.1. Activity: Professional Development for Title 1 Tutors

**Activity Type:** Professional Development

**Activity Description:** Title 1 tutors will participate in quality professional development activities.

**Planned staff responsible for implementing activity:** Tutors, director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Tutor Salary	Title I Part A	75,000.00	

### 1.1.36. Strategy: Title 3 Paraprofessionals

**Strategy Statement:** District staff will support English as a second language paraprofessionals to reinforce student learning of content objectives under the supervision of highly qualified teachers.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.8 Supports the implementation of interventions to help students meet expectations for student learning
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

Edward E. Gordon, Ronald R. Morgan, Judith A. Ponticell, and Charles J. O'Malley, "Tutoring Solutions for No Child Left Behind," NASSP Bulletin (National Association of Secondary School Principals), 88 (March 2004): 59-68.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Quality Professional Development for Title 3 Paraprofessionals	2011-08-01	2014-08-01	Paraprofessionals, director

### 1.1.36.1. Activity: Quality Professional Development for Title 3 Paraprofessionals

**Activity Type:** Professional Development

**Activity Description:** Title 3 paraprofessionals will participate in high quality professional development.

**Planned staff responsible for implementing activity:** Paraprofessionals, director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 1.1.37. Strategy: Title 3 Pre-School

**Strategy Statement:** English language learners will have the opportunity to attend a high quality pre-school program.

**Selected Target Areas**

3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

**What research did you review to support the use of this strategy and action plan?**

Research on early intervention

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Participation of English Language Learners in Quality Pre-School	2012-08-27	2014-06-27	Pre-school teachers

### 1.1.37.1. Activity: Participation of English Language Learners in Quality Pre-School

**Activity Type:** Other

**Activity Description:** Participation in high quality pre-school program.

**Planned staff responsible for implementing activity:** Pre-school teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-27, End Date - 2014-06-27

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pre-school staff	Title III	65,000.00	

## Goal 2: Mathematics

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will be on track to be college/career ready in mathematics.

**Gap Statement:** 65% of 11th graders are career college ready based on the ACT math test. 61% of 8th graders are at or above the college readiness threshold in Math as measured by the ACT Explore. 65% of 10th graders are at or above the college readiness threshold in Math as measured by the ACT Plan. 74% of all students in grades 3-8 are college/career ready as measured by the MEAP. 73% of females, 74% of males, 43% of Economically disadvantaged students, 60% of English Language Learners, 35% of students with IEPs, 40% of African American students, 91% of Asian students, 56% of Hispanic students, 69% of white students.

**Cause for Gap:** Additional data analysis identifies need for increased emphasis on mathematical processes as the primary cause for gap.

From H.J. Sherman|L.I. Richardson|G.J. Yard

"Mathematics instruction must provide many opportunities for concept building, relevant challenging questions, problem solving, reasoning, and connections within the curriculum and real-world situations. Students who are taught in a way that relies too heavily on rote memorization isolated from meaning have difficulty recognizing and retaining math concepts and generalizations. When the mathematics content being taught is unconnected to

students' ability level and/or experiences, serious achievement gaps result. This situation may occur if students are absent frequently or transfer to another school during the academic year. A student may find the mathematics curriculum to be more advanced or paced differently than what was being taught in the previous school. Without intervention strategies, students could remain "lost" for the duration of their education.

Too few life experiences, such as trips to neighborhood stores or opportunities to communicate with others about numbers through practical life examples, can make math irrelevant for students. Gaps exist, therefore, not only in the curriculum but between the learner and perceived usefulness of the subject matter."

82% of high school students agree or strongly agree that the math program is meeting their needs. 85% of middle school students agree or strongly agree that the math program is meeting their needs. 92% of elementary students surveyed agree or strongly agree that they can apply math skills in everyday life.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Grade 3 Mathematics MEAP, Grade 4 Mathematics MEAP, Grade 5 Mathematics MEAP, Grade 6 Mathematics MEAP, Grade 7 Mathematics MEAP, Grade 8 Mathematics MEAP, Grade 8 Mathematics Explore, Grade 10 Mathematics Plan, Grade 11 Mathematics ACT

Locally developed perception surveys

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** We will increase our overall percent of students college ready or on track for college readiness by 5% by the end of the 2012-2013 school year using the MEAP and EPAS system as our measure. We will increase the percent of students in struggling sub groups scoring at the level of on track for college readiness by 10%.

**Contact Name:** Barbara Fowler

#### List of Objectives:

Name	Objective
Mathematics for All	In Math, we will increase our overall percent of students who are college ready or on track for college readiness by 10% by the end of the 2011-2012 school year using the MEAP and EPAS system as our measures.

## 2.1. Objective: Mathematics for All

**Measurable Objective Statement to Support Goal:** In Math, we will increase our overall percent of students who are college ready or on track for college readiness by 10% by the end of the 2011-2012 school year using the MEAP and EPAS system as our measures.

**List of Strategies:**

Name	Strategy
Academic Writing	District staff will guide students in the use of expository, analytical, and argumentative writing that forms the basis for academic communication.
Alignment and Distribution of Curriculum through Atlas Rubicon	District staff will use Atlas Rubicon to make appropriate, immediate modifications to the curriculum.
Changes in secondary course trajectory	Currently, course sequence, materials, and instruction are aligned to Michigan content standards By the end of the 2012-2013 school year, course sequence will be aligned to common core standards, materials will be selected for implementation in the 2013-2014 school year, and professional development will be planned
Common Assessment and Professional Development in Improved Assessment Use	District staff will engage students in instructionally sensitive assessments promoting clear targets, feedback to students, and ongoing dialogue with teaching peers.
Establishment of a Respectful and Inclusive Environment	District staff will create and maintain a school climate and learning environment that is accepting, safe for, respectful of, friendly toward, and responsive to all persons. A district diversity council will promote inclusiveness in our schools and community.
Grade Level Meetings	District staff will engage in professional conversations both vertically and horizontally about instructional practice and learning.
Instructional Rounds	District staff will engage in instructional rounds to develop a shared understanding of high-quality instruction.
Parent/Stakeholder Involvement	District staff will develop comprehensive programs of school-family-community partnership including parenting workshops, ongoing communication, volunteer opportunities, support for learning at home, involvement in school decision making, and community collaboration.
Patterns of Strengths and Weaknesses	District staff will use a "pattern of strengths and "weakesses" approach to help identify and plan for the special needs of students with learning disabilities.
Personal Growth Plans/Rigorous Course Selection	District staff will support students in the development of personal growth plans identifying goals, career aspirations, and the necessary academic course selections that are necessary to achieve the identified objectives.
Strategy: Instructional Strategies Identified Through Marzano Meta Analysis	District staff will utilize instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels.
Student Interventionist	Student Interventionist
Summer Schools	District staff will provide struggling students with opportunities for summer instruction making available the extra support students need to meet learning standards.
Training in standards of mathematical practice	Currently, standards of mathematical practice have been introduced at all grade levels By the end of the 2012-2013 school year, samples of student work demonstrating application of the standards will be collected K-12
Tutors	District staff will support ESL and Title 1 tutors to reinforce student learning of content objectives under the supervision of highly qualified teachers.

Visible Thinking	District staff will integrate the development of students' thinking with content learning across subject matters using an extensive and adaptable collection of practices. Visible Thinking will be used to cultivate students' thinking skills and dispositions, and, on the other, to deepen content learning. By thinking dispositions, we mean curiosity, concern for truth and understanding, a creative mindset, not just being skilled but also alert to thinking and learning opportunities and eager to take them.
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### 2.1.1. Strategy: Academic Writing

**Strategy Statement:** District staff will guide students in the use of expository, analytical, and argumentative writing that forms the basis for academic communication.

#### Selected Target Areas

- 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
- 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
- 3.4 Supports instruction that is research-based and reflective of best practice
- 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
- 3.8 Supports the implementation of interventions to help students meet expectations for student learning
- 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free

#### What research did you review to support the use of this strategy and action plan?

Research: Allington, R. L. (2001). What really matters for struggling readers: Designing research-based programs. Boston:

Allyn and Bacon.

Allington, R. L. (2002, June). What I've learned about effective reading instruction from a decade of studying exemplary

elementary classroom teachers. Phi Delta Kappan, 83, 740-747.

Allington, R. L., & Johnston, P. H. (Eds.). (2002). Reading to learn: Lessons from exemplary 4th grade classrooms. New York:

Guilford.

Baumann, J. F., & Duffy, A. M. (1997). Engaged reading for pleasure and learning. Athens, GA: National Reading Research

Center, University of Georgia.

Beck, I. L., McKeown, M. G., & Gromoll, E. W. (1989). Learning from social studies textbooks. Cognition and Instruction, 6(2), 99-158.

- Budiansky, S. (2001). The trouble with textbooks. Prism, 10(6), 24-27.
- Chall, J. S. (1983). Stages of reading development. New York: McGraw-Hill.
- Chall, J. S., & Conard, S. S. (1991). Should textbooks challenge students? New York: Teachers College Press.
- Harris, A. J., & Sipay, S. R. (1990). How to improve reading ability. White Plains, NY: Longman.
- Langer, J. A. (2001). Beating the odds: Teaching middle and high school students to read and write well. American Educational Research Journal, 38(4), 837-880.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
MI CLASS	2011-08-01	2014-08-01	Sharing by social studies teachers and ELA teachers of effective strategies for implementation of academic writing.

**2.1.1.1. Activity: MI CLASS**

**Activity Type:** Professional Development

**Activity Description:** MI CLASS Professional Development Through Oakland Schools

**Planned staff responsible for implementing activity:** Sharing by social studies teachers and ELA teachers of effective strategies for implementation of academic writing.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**2.1.2. Strategy: Alignment and Distribution of Curriculum through Atlas Rubicon**

**Strategy Statement:** District staff will use Atlas Rubicon to make appropriate, immediate modifications to the curriculum.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

Jacobs, H. H. (1997). Mapping the big picture: Integrating curriculum and assessment K-12. Alexandria, VA:

Association for Supervision and Curriculum Development.

Jacobs, H .H. (2004). Getting results with curriculum mapping. Alexandria, VA: Association for Supervision and Curriculum

Development.

Udelhofen, S. (2005). Keys to curriculum mapping: Strategies and tools to make it work. Thousand Oaks, CA: Corwin Press.

Hale, J. A. (2008). A guide to curriculum mapping: Planning, implementing, and sustaining the process. Thousand Oaks, CA:

Corwin Press.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Atlas Rubicon	2011-08-01	2014-08-01	Coordinators, teachers, administrators

**2.1.2.1. Activity: Atlas Rubicon**

**Activity Type:** Professional Development

**Activity Description:** Utilization of Atlas Rubicon for lesson planning.

**Planned staff responsible for implementing activity:** Coordinators, teachers, administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 2.1.3. Strategy: Changes in secondary course trajectory

**Strategy Statement:** Currently, course sequence, materials, and instruction are aligned to Michigan content standards

By the end of the 2012-2013 school year, course sequence will be aligned to common core standards, materials will be selected for implementation in the 2013-2014 school year, and professional development will be planned

**Selected Target Areas**

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals

**What research did you review to support the use of this strategy and action plan?**

ACT. (2007). Rigor at risk: Reaffirming quality in the high school core curriculum. Iowa City, IA: Author. Retrieved from <http://www.act.org/research/policymakers/reports/rigor.html>

ACT. (2008). EPAS State of the Nation Report 2007: Mathematics. Iowa City, IA: Author. Retrieved from <http://www.act.org/research/policymakers/reports/mathematics.html>

Adelman, C. (1999). Answers in the toolbox. Washington, DC: U.S. Department of Education. Retrieved from <http://www2.ed.gov/pubs/Toolbox/index.html>

Adelman, C. (2006). The toolbox revisited: Paths to degree completion from high

school through college. Washington, DC: U.S. Department of Education.

Allensworth, E., Nomi, T., Montgomery, N., & Lee, V. E. (2009). College preparatory curriculum for all: Academic consequences of requiring algebra and English I for ninth graders in Chicago. *Educational Evaluation and Policy Analysis*, 31, 367-391.

doi:10.3102/01623737093434

Atanda, R. (1999). Do gatekeeper courses expand education options? *Education Statistics Quarterly*, 1(1), 33-38. Retrieved from <http://nces.ed.gov/programs/quar>

terly/vol\_1/1\_1/4-esq11-c.asp

Balfanz, R., Legters, N., & Jordan, W. (2004). Catching up: Impact of talent development ninth grade instructional interventions in reading and mathematics in highpoverty high schools. Baltimore, MD: Center for Research on Education of Students Placed at Risk. doi:10.1177/019263650408864102

Brahier, D. (1995, October). Mathematical dispositions of students enrolled in firstyear algebra. Paper presented at the 17th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH. Retrieved from <http://eric.ed.gov/PDFS/ED389590.pdf>

Burris, C., Heubert, J. P., & Levin, H. M. (2006). Accelerating mathematics achievement using heterogeneous grouping. *American Educational Research Journal*, 43(1), 105-136. doi:10.3102/00028312043001105

Burris, C. C., & Welner, K. G. (2005). Closing the achievement gap by detracking. *Phi Delta Kappan*, 86, 594-598. Retrieved from <http://www.jstor.org/stable/20441857>

Burris, C. C., Welner, K. G., & Bezosa, J. W. (2009). Universal access to a quality education: Research and recommendations for the elimination of curricular stratification. Boulder: University of Colorado Boulder, Education and the Public Interest Center. Retrieved from <http://nepc.colorado.edu/publication/universal-access>

Cogan, L. S., Schmidt, W. H., & Wiley, D. E. (2001). Who takes what math and in which track? Using TIMSS to characterize U.S. students' eighth-grade mathematics

learning opportunities. *Educational Evaluation and Policy Analysis*, 23, 323-341.

doi:10.3102/01623737023004323

College Board. (2000). *Equity 2000: A systemic education reform model. A summary report, 1990-2000*. Washington, DC: Author. Retrieved from <http://www.college>

board.com/prod\_downloads/about/association/equity/EquityHistoricalReport.pdf

Edmunds, J. A., Bernstein, L., Unlu, F., Glennie, E., Willse, J., & Arshavsky, N. (2011, April). Expanding the start of the college pipeline: Ninth grade findings from an experimental study of the impact of the Early College High School model. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

EdSource. (2007). High standards + support = more students taking tougher math. Mountain View, CA: Author. Retrieved from [http://www.edsource.org/pub\\_HS5-07\\_Math.html](http://www.edsource.org/pub_HS5-07_Math.html)

EdSource. (2009). Algebra policy in California: Great expectations and serious challenges. Mountain View, CA: Author. Retrieved from [http://www.edsource.org/pub\\_algebra09.html](http://www.edsource.org/pub_algebra09.html)

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- Filer, K. L., & Chang, M. (2008). Peer and parent encouragement of early algebra enrollment and mathematics achievement. *Middle Grades Research Journal*, 3(1), 23-34.
- Gamoran, A., & Hannigan, E. C. (2000). Algebra for everyone? Benefits of collegepreparatory mathematics for students with diverse abilities in early secondary school. *Educational Evaluation and Policy Analysis*, 22, 241-254. doi:10.3102/01623737022003241
- Gamoran, A., Porter, A. C., Smithson, J., & White, P. A. (1997). Upgrading high school mathematics instruction: Improving learning opportunities for low-achieving, lowincome youth. *Educational Evaluation and Policy Analysis*, 19, 325-338.
- Ham, S., & Walker, E. (1999). Getting to the right algebra: The EQUITY 2000 initiative in Milwaukee. New York, NY: Manpower Demonstration Research Corporation. Retrieved from <http://eric.ed.gov/PDFS/ED441896.pdf>
- Horn, L., & Bobbitt, L. (2000). Mapping the road to college: First-generation students' math track, planning strategies, and context of support. Washington, DC: National Center for Educational Statistics. Retrieved from <http://mccfact.mcc.edu/PDF%20Files/MappingRoadtoCollege.pdf>
- Huntley, M. A., Rasmussen, C. L., Villarubi, R. S., Sangtong, J., & Fey, J. T. (2000). Effects of standards-based mathematics education: A study of the Core-Plus Mathematics Project algebra and functions strand. *Journal for Research in Mathematics Education*, 31, 328-361.
- Kaput, J. J. (1998). Transforming algebra from an engine of inequity to an engine of mathematical power by algebraifying the K-12 curriculum. In *The nature and role of algebra in the K-14 curriculum: Proceedings of a national symposium*. Washington, DC: National Academies Press. Retrieved from <http://eric.ed.gov/PDFS/ED441664.pdf>
- Kemple, J. J., & Herlihy, C. (2004). The Talent Development High School model: Context, components, and initial impacts on ninth grade students' engagement and performance. New York, NY: MDRC. Retrieved from <http://www.mdrc.org/publications/388/full.pdf>
- Kemple, J. J., Herlihy, C. M., & Smith, T. J. (2005). Making progress toward graduation: Evidence from the Talent Development High School model. New York, NY: MDRC. Retrieved from <http://eric.ed.gov/PDFS/ED485348.pdf>
- Kurlaender, M., Reardon, S., & Jackson, J. (2008). Middle school predictors of high school achievement in three California school districts. Santa Barbara: University of California, Santa Barbara, Gevirtz Graduate School of Education. Retrieved from <http://www.hewlett.org/uploads/files/MiddleSchoolPredictors.pdf>
- Loveless, T. (2008). The misplaced math student: Lost in eighth-grade algebra. Washington, DC: Brookings Institution, Brown Center on Education Policy. Retrieved from [http://www.brookings.edu/~media/files/rc/reports/2008/0922\\_education\\_loveless/0922\\_education\\_loveless.pdf](http://www.brookings.edu/~media/files/rc/reports/2008/0922_education_loveless/0922_education_loveless.pdf)
- Ma, X. (2000). Does early acceleration of advanced students in mathematics pay off?

An examination of mathematics participation in the senior grades. Focus on Learning Problems in Mathematics, 22(1), 68-79.

McCoy, L. P. (2005). Effect of demographic and personal variables on achievement in eighth-grade algebra. Journal of Educational Research, 98(3), 131-135. Retrieved

from <http://www.jstor.org/stable/27548070>

Moses, R. (1993). Algebra: The new civil right. In C. B. Lacampagne, W. D. Blair, & J. Kaput (Eds.), The algebra initiative colloquium (Vol. 2, pp. 53-67). Washington,

DC: U.S. Department of Education, Office of Educational Research and Improvement.

Moses, R. P., & Cobb, C. E. J. (2001). Radical equations: Organizing math literacy in America

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Inform community and stakeholders	2012-08-29	2014-06-26	Kris Karbon and Anne Mull

#### 2.1.3.1. Activity: Inform community and stakeholders

**Activity Type:** Professional Development

**Activity Description:** Keeping teachers informed and families. Making sure that they understand the scope and sequence of math instruction.

**Planned staff responsible for implementing activity:** Kris Karbon and Anne Mull

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-29, End Date - 2014-06-26

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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#### 2.1.4. Strategy: Common Assessment and Professional Development in Improved Assessment Use

**Strategy Statement:** District staff will engage students in instructionally sensitive assessments promoting

clear targets,  
feedback to students, and ongoing dialogue with teaching peers.

### Selected Target Areas

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

### What research did you review to support the use of this strategy and action plan?

Black, P., & William, D. (2003). ?In praise of educational research?: Formative assessment. British Educational Research Journal, 29(5), 623-637.

Bloom, B.S. (1969). Some theoretical issues relating to educational evaluation. In R. W. Taylor (Ed.), Educational evaluation: New roles, new means: The 68th yearbook of the National Society for the Study of Evaluation, Part II (pp. 26-50). Chicago: University of Chicago Press.

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Stiggins, R. J. (2002). Assessment Crisis: The absence of assessment FOR learning. Phi Delta Kappan, 83(10), 758-765.

Stiggins, R. J. (2005). From formative assessment to assessment FOR learning: A path to success in standards-based schools. Phi Delta Kappan, 87(4). Retrieved February 1, 2009 from [http://www.pdkintl.org/kappan/k\\_v87/k0512sti.htm](http://www.pdkintl.org/kappan/k_v87/k0512sti.htm)

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessment/Formative Assessment	2011-08-01	2014-08-01	Coordinators, teachers

### 2.1.4.1. Activity: Common Assessment/Formative Assessment

**Activity Type:** Professional Development

**Activity Description:** Staff members will assess student learning using common assessments and collaboratively analyze the results.

**Planned staff responsible for implementing activity:** Coordinators, teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Assessment Coaches/Coordinators	Title II Part A	50,000.00	

### 2.1.5. Strategy: Establishment of a Respectful and Inclusive Environment

**Strategy Statement:** District staff will create and maintain a school climate and learning environment that is accepting, safe for, respectful of, friendly toward, and responsive to all persons. A district diversity council will promote inclusiveness in our schools and community.

#### Selected Target Areas

2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

W. J., Mumford, V., & Beachum, F. (2005). Urban School Failure and Disproportionality in a Post-Brown Era. Remedial and Special Education, 26(2), 70-81.

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically

diverse learners. Intervention in School & Clinic, 40(4), 195-211.

Moule, Jean (2012). Cultural Competence: A primer for educators. Wadsworth/Cengage, Belmont, California.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PD on Tolerance and Diversity and Inclusion Council	2011-08-01	2014-08-01	Diversity and Inclusion Professional Development Sub-Committee

**2.1.5.1. Activity: PD on Tolerance and Diversity and Inclusion Council**

**Activity Type:** Professional Development

**Activity Description:** All staff members will participate in professional development related to tolerance, diversity, and inclusion.

**Planned staff responsible for implementing activity:** Diversity and Inclusion Professional Development Sub-Committee

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**2.1.6. Strategy: Grade Level Meetings**

**Strategy Statement:** District staff will engage in professional conversations both vertically and horizontally about instructional practice and learning.

**Selected Target Areas**

- 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
- 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
- 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
- 3.9 Maintains a system-wide climate that supports student learning
- 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
- 7.2 Engages stakeholders in the processes of continuous improvement

**What research did you review to support the use of this strategy and action plan?**

District staff will engage in professional conversations both vertically and horizontally about instructional practice and learning.

Research: Annenberg Institute for School Reform. (2004). Professional learning communities: Professional development

strategies that improve instruction. Retrieved March 22, 2007, from

<http://www.annenberginstitute.org/pdf/ProfLearning.pdf>

DuFour, R. (2004, May). What is a "professional learning community"? Educational Leadership, 61(8), 6-11.

DuFour, R., & Burnette, B. (2002, Summer). Pull out negativity by its roots. Journal of Staff Development, 23(3), 27-30.

Retrieved March 22, 2007, from <http://www.nsd.org/library/publications/jsd/burnette233.cfm>

National Staff Development Council. (2001a). Collaboration skills. Retrieved March 22, 2007, from

<http://www.nsd.org/standards/collaborationskills.cfm>

National Staff Development Council. (2001b). Data-driven. Retrieved March 22, 2007, from

<http://www.nsd.org/standards/datadriven.cfm>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Grade Level and Vertical Meetings	2011-08-01	2014-08-01	Coordinators, Assistant Superintendents, Directors

**2.1.6.1. Activity: Grade Level and Vertical Meetings**

**Activity Type:** Professional Development

**Activity Description:** Participation in grade level and vertical meetings answering the questions of the professional learning communities model- What should students know and be able to do? How will we know when

they have learned  
it? What will we do when students don't learn?

**Planned staff responsible for implementing activity:** Coordinators, Assistant Superintendents, Directors

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## 2.1.7. Strategy: Instructional Rounds

**Strategy Statement:** District staff will engage in instructional rounds to develop a shared understanding of high-quality instruction.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009) *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*, Harvard Education Press. Elmore, R.F. (2007). Professional Networks and School Improvement, *The School* Elmore, R. F. (2007). Let's act like professionals. *Journal of Staff Development*, 28(3), 31-33. Hargreaves, A. (1994). *Changing teachers, changing times: Teachers work and culture in the postmodern age*. Cassell, London: Teachers College Press.

Newmann, F. M., Marks, H. M., & Gamoran, A. (1996). Authentic pedagogy and student performance. *American Journal of Education*, 104(4), 280-312.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Observation of Classrooms and Discussion	2011-08-01	2014-08-01	Administrators and teachers

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### 2.1.7.1. Activity: Observation of Classrooms and Discussion

**Activity Type:** Professional Development

**Activity Description:** Administrators and teachers will observe colleagues during instruction and the dialogue about the experience to develop a shared understanding of characteristics of effective instruction.

**Planned staff responsible for implementing activity:** Administrators and teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 2.1.8. Strategy: Parent/Stakeholder Involvement

**Strategy Statement:** District staff will develop comprehensive programs of school-family-community partnership including parenting workshops, ongoing communication, volunteer opportunities, support for learning at home, involvement in school decision making, and community collaboration.

**Selected Target Areas**

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.12 Assesses and addresses community expectations and stakeholder satisfaction
3.9 Maintains a system-wide climate that supports student learning
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
6.1 Fosters collaboration with community stakeholders to support student learning
6.2 Uses system-wide strategies to listen to and communicate with stakeholders
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
6.5 Provides information that is meaningful and useful to stakeholders
7.2 Engages stakeholders in the processes of continuous improvement

**What research did you review to support the use of this strategy and action plan?**

Christian, K.; Morrison, F. J.; & Bryant, F. B. (1998). Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments. *Early Childhood Research Quarterly*, 13(3), 501-521.

Epstein, J. (2001). *School, family, and community partnerships*. Boulder: Westview Press.

Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Including parents as active stakeholders	2011-08-01	2014-08-01	Administrators and teachers

**2.1.8.1. Activity: Including parents as active stakeholders**

**Activity Type:** Professional Development

**Activity Description:** Active inclusion and pursuit of parents as stakeholders in student learning.

**Planned staff responsible for implementing activity:** Administrators and teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## 2.1.9. Strategy: Patterns of Strengths and Weaknesses

**Strategy Statement:** District staff will use a "pattern of strengths and "weakesses" approach to help identify and plan for the special needs of students with learning disabilities.

**Selected Target Areas**

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**What research did you review to support the use of this strategy and action plan?**

Berninger, V.W. & Richards T. (2000). Novel treatment helps dyslexics significantly improve reading skills, shows the brain changes as children learn. University of Washington News, 24 May 2000. Retrieved November 21, 2008, from <http://uwnews.org/article.asp?articleID=1923>

Feifer, S. (2008). Integrating neuroscience and RTI in the assessment of LDs. In Fletcher- Janzen, E., and Reynolds, C., (Eds.) Neuropsychological Perspectives on Learning Disabilities in the Era of RTI (pp. 219-237). Hoboken, New Jersey: John Wiley

& Sons, Inc.

Hale, J. B. (2006). Implementing IDEA 2004 with a three-tier model that includes response to intervention and cognitive assessment methods. School Psychology Forum: Research into Practice 1 (1) 16-27.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Special Education Utilization of Model	2011-08-01	2014-08-01	Special education staff, teachers

### 2.1.9.1. Activity: Special Education Utilization of Model

**Activity Type:** Professional Development

**Activity Description:** Special education and general education teachers will continue to grow understanding of patterns of strengths and weaknesses and curriculum based measurement.

**Planned staff responsible for implementing activity:** Special education staff, teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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### 2.1.10. Strategy: Personal Growth Plans/Rigorous Course Selection

**Strategy Statement:** District staff will support students in the development of personal growth plans identifying goals, career aspirations, and the necessary academic course selections that are necessary to achieve the identified objectives.

#### Selected Target Areas

- 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
- 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

### What research did you review to support the use of this strategy and action plan?

Hazler, R. J. (1998). Helping in the hallways: Advanced strategies for enhancing school relationships. Thousands Oaks, CA:

Corwin. Niles, S. G., & Harris-Bowlsbey, J. (2005). Career development interventions in the 21st century (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Rosenbaum, J. E. (1998). College-for-all: Do students understand what college demands? Social Psychology of Education, 2, 55-80.

Wirt, J., Choy, S., Gerald, D., Provasnik, S., Rooney, P., Watanabe, S., et al. (2002). The condition of education 2002 (NCES 2002-025). Washington, DC: U.S. Government Printing Office.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Active encouragement of students to take rigorous coursework	2011-08-01	2014-08-01	Counselors, teachers

### 2.1.10.1. Activity: Active encouragement of students to take rigorous coursework

**Activity Type:** Professional Development

**Activity Description:** Staff members will discuss ways to encourage and insist that students take rigorous coursework.

**Planned staff responsible for implementing activity:** Counselors, teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 2.1.11. Strategy: Strategy: Instructional Strategies Identified Through Marzano Meta Analysis

**Strategy Statement:** District staff will utilize instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels.

#### Selected Target Areas

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

#### What research did you review to support the use of this strategy and action plan?

Marzano, R. J., Transforming Classroom Grading. Virginia: ASCD, 2000. [251]

Marzano, R. J., Pickering, D. J., and Pollock, J. E., Classroom Instruction That Works: Research-Based Strategies For

Increasing Student Achievement. Virginia: ASCD, 2001. [252]

Tomlinson, C. A., How To Differentiate Instruction In Mixed-Ability Classrooms. 2nd Edition. Virginia: ASCD, 2001. [256]

Wiggins, G. and McTighe, J., Understanding by Design. Virginia: ASCD, 1998. [257]

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Continued learning and use of Research Based Instructional Strategies	2011-08-01	2014-08-01	Administrators and teachers.

### 2.1.11.1. Activity: Continued learning and use of Research Based Instructional Strategies

**Activity Type:** Professional Development

**Activity Description:** Staff members will continue to discuss and utilize research based instructional strategies to ensure student learning.

**Planned staff responsible for implementing activity:** Administrators and teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 2.1.12. Strategy: Student Interventionist

**Strategy Statement:** Student Interventionist

**Selected Target Areas**

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

**What research did you review to support the use of this strategy and action plan?**

Research on effective instruction, opportunity to learn

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Student Interventionist	2011-12-01	2012-06-22	Teacher

**2.1.12.1. Activity: Student Interventionist**

**Activity Type:** Other

**Activity Description:** Working with students who are at risk to accelerate learning.

**Planned staff responsible for implementing activity:** Teacher

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-12-01, End Date - 2012-06-22

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Student Interventionist	Title I Part A	115,000.00	

**2.1.13. Strategy: Summer Schools**

**Strategy Statement:** District staff will provide struggling students with opportunities for summer instruction making available the extra support students need to meet learning standards.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning

- 3.9 Maintains a system-wide climate that supports student learning
- 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
- 5.12 Provides student support services coordinated with the school, home, and community
- 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

### What research did you review to support the use of this strategy and action plan?

Bell, Susanne, and Natalie Carrillo. "Characteristics of effective summer learning programs in practice." New

Directions for Youth Development No. 114 Summer 2007: 45-63. Wiley InterScience. Web. 29 Mar. 2010.

Fairchild, Ron, Brenda McLaughlin, and Brendan P. Costigan. "How did you spend your summer vacation? What public

policies do (and don't do) to support summer learning opportunities for all youth." Afterschool Matters, Occasional Paper

Series #8 Spring 2007: 1-22. The Robert Bowne Foundation. Web. 29 Mar. 2010.

Wilson-Ahlstrom, Alicia, et al. "School's Out: A Look At Summer Learning and Engagement." Out-of-School Time Policy

Commentary #7 Jul. 2004: 1-7. The Forum for Youth Investment. Web. 19 Feb 2010.

Wimer, Christopher, et al. "What Are Kids Getting Into These Days? Demographic Differences in Youth Out-of-School Time Participation." March 2006. National Summer Learning Association. Web. 19 Feb 2010

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Active encouragement of students to participate in summer learning	2011-08-01	2014-08-01	Teachers, administrators, assistant superintendents

### 2.1.13.1. Activity: Active encouragement of students to participate in summer learning

**Activity Type:** Professional Development

**Activity Description:** Teachers and administrators will understand the link between summer interventions and the prevention of the summer slide and will encourage appropriate students to attend summer sessions.

**Planned staff responsible for implementing activity:** Teachers, administrators, assistant superintendents

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 2.1.14. Strategy: Training in standards of mathematical practice

**Strategy Statement:** Currently, standards of mathematical practice have been introduced at all grade levels. By the end of the 2012-2013 school year, samples of student work demonstrating application of the standards will be collected K-12.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Research summaries and briefs provided to the Working Group by researchers.

National Assessment Governing Board, Mathematics Framework for the 2009 National Assessment of Educational Progress. U.S. Department of Education, 2008.

Mathematics documents from: Alberta, Canada; Belgium; China; Chinese Taipei; Denmark; England; Finland; Hong Kong; India; Ireland; Japan; Korea, New Zealand, Singapore; Victoria (British Columbia). Adding It Up: Helping Children Learn Mathematics. National Research Council, Mathematics Learning Study Committee, 2001.

Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education. National Governors Association, Council of Chief State School Officers, and Achieve, Inc., 2008.

Crossroads in Mathematics (1995) and Beyond Crossroads (2006). American Mathematical Association of Two-Year Colleges (AMATYC).

Curriculum Focal Points for Pre-kindergarten through Grade 8 Mathematics: A Quest for Coherence. National Council of Teachers of Mathematics, 2006.

Focus in High School Mathematics: Reasoning and Sense Making. National Council of Teachers of Mathematics. Reston, VA: NCTM.

Foundations for Success: The Final Report of the National Mathematics Advisory Panel. U.S. Department of Education: Washington, DC, 2008.

Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report: A PreK-12 Curriculum Framework.

How People Learn: Brain, Mind, Experience, and School. Bransford, J.D., Brown, A.L., and Cocking, R.R., eds. Committee on Developments in the Science of Learning, Commission on Behavioral and Social Sciences and Education, National Research Council, 1999.

Mathematics and Democracy, The Case for Quantitative Literacy, Steen, L.A. (ed.). National Council on

Education and the Disciplines, 2001.

Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity. Cross, C.T., Woods, T.A., and Schweingruber, S., eds. Committee on Early Childhood Mathematics, National Research Council, 2009.

The Opportunity Equation: Transforming Mathematics and Science Education for Citizenship and the Global Economy. The Carnegie Corporation of New York and the Institute for Advanced Study, 2009. Online: <http://www.opportunityequation.org/>

Principles and Standards for School Mathematics. National Council of Teachers of Mathematics, 2000.

The Proficiency Illusion. Cronin, J., Dahlin, M., Adkins, D., and Kingsbury, G.G.; foreword by C.E. Finn, Jr., and M. J. Petrilli. Thomas B. Fordham Institute, 2007.

Ready or Not: Creating a High School Diploma That Counts. American Diploma Project, 2004.

A Research Companion to Principles and Standards for School Mathematics. National Council of Teachers of Mathematics, 2003.

Sizing Up State Standards 2008. American Federation of Teachers, 2008.

A Splintered Vision: An Investigation of U.S. Science and Mathematics Education. Schmidt, W.H., McKnight, C.C., Raizen, S.A., et al. U.S. National Research Center for the Third International Mathematics and Science Study, Michigan State University, 1997.

Stars By Which to Navigate? Scanning National and International Education Standards in 2009.

Carmichael, S.B., W.S. Wilson, Finn, Jr., C.E., Winkler, A.M., and Palmieri, S. Thomas B. Fordham Institute, 2009.

Askey, R., "Knowing and Teaching Elementary Mathematics," American Educator, Fall 1999.

Aydogan, C., Plummer, C., Kang, S. J., Bilbrey, C., Farran, D. C., & Lipsey, M. W. (2005). An investigation of pre-kindergarten curricula: Influences on classroom characteristics and child engagement. Paper presented at the NAEYC.

Blum, W., Galbraith, P. L., Henn, H-W. and Niss, M. (Eds) Applications and Modeling in Mathematics Education, ICMI Study 14. Amsterdam: Springer.

Brosterman, N. (1997). Inventing kindergarten. New York: Harry N. Abrams.

Clements, D. H., & Sarama, J. (2009). Learning and teaching early math: The learning trajectories approach. New York: Routledge.

Clements, D. H., Sarama, J., & DiBiase, A.-M. (2004). Mahwah, NJ: Lawrence Erlbaum Associates.

Cobb and Moore, "Mathematics, Statistics, and Teaching," Amer. Math. Monthly 104(9), pp. 801-823, 1997

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training	2012-08-29	2014-06-27	Anne Mull and Kris Karbon

### 2.1.14.1. Activity: Training

**Activity Type:** Professional Development

**Activity Description:** Training in the instruction of mathematical processes and collection of student work samples.

**Planned staff responsible for implementing activity:** Anne Mull and Kris Karbon

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-29, End Date - 2014-06-27

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## 2.1.15. Strategy: Tutors

**Strategy Statement:** District staff will support ESL and Title 1 tutors to reinforce student learning of content objectives under the supervision of highly qualified teachers.

### Selected Target Areas

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable
5.12 Provides student support services coordinated with the school, home, and community
7.2 Engages stakeholders in the processes of continuous improvement
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

### What research did you review to support the use of this strategy and action plan?

Edward E. Gordon, Ronald R. Morgan, Judith A. Ponticell, and Charles J. O'Malley, "Tutoring Solutions for No

Child Left Behind," NASSP Bulletin (National Association of Secondary School Principals), 88 (March 2004): 59-68.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development for Title 1 Tutors	2011-08-01	2014-08-01	Tutors, director

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### 2.1.15.1. Activity: Professional Development for Title 1 Tutors

**Activity Type:** Professional Development

**Activity Description:** District staff will support tutors to reinforce student learning of content objectives under the supervision of highly qualified teachers.

**Planned staff responsible for implementing activity:** Tutors, director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Tutor Salary	Title I Part A	75,000.00	

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### 2.1.16. Strategy: Visible Thinking

**Strategy Statement:** District staff will integrate the development of students' thinking with content learning across subject matters using an extensive and adaptable collection of practices, Visible Thinking will be used to cultivate students' thinking skills and dispositions, and, on the other, to deepen content learning. By thinking dispositions, we mean curiosity, concern for truth and understanding, a creative mindset, not just being skilled but also alert to thinking and learning opportunities and eager to take them.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

### What research did you review to support the use of this strategy and action plan?

Housen, A., Yenawine, P., & Arenas, A. (1991). Visual thinking curriculum. Unpublished but used for research purposes. New York: Museum of Modern Art.

Perkins, D. N., & Tishman, S. (2001). "Dispositional aspects of intelligence." In S. Messick & J. M. Collis (Eds.), *Intelligence and personality: Bridging the gap in theory and measurement* (pp. 233-257). Mahwah, New Jersey: Erlbaum.

Ritchhart, R. (2002). *Intellectual character: What it is, why it matters, and how to get it*. San Francisco: Jossey-Bass.

Tishman, S. (2002). "Artful reasoning." In Grotzer, T., Howick, L., Tishman, S. & Wise, D., *Art works for schools: A curriculum for teaching thinking in and through the arts*. Lincoln, MA: DeCordova Museum and Sculpture Park.

Tishman, S., & Perkins, D. N. (1997). "The language of thinking." *Phi Delta Kappan*, 78(5), 368-374.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, Massachusetts: Harvard University Press.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development in Visible Thinking	2011-08-01	2015-08-01	Assistant superintendents, administrator

### 2.1.16.1. Activity: Professional Development in Visible Thinking

**Activity Type:** Professional Development

**Activity Description:** Elementary staff will participate in professional development related to implementation of Visble Thinking.

**Planned staff responsible for implementing activity:** Assistant superintendents, administrator

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2015-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## Goal 3: Science

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** All students will be on track to be career/college ready in science.

**Gap Statement:** 37% of 8th graders are at or above the college readiness threshold in Science as measured by the ACT Explore. 50% of 10th graders are at or above the college readiness threshold in Science as measured by the ACT Plan. 50% of 11th graders are at or above the college readiness threshold in Science as measured by the ACT. 36% of students in grades 5 and 8 are college/career ready in science as measure by the MEAP. 34% of females, 37% of males, 14% of economically disadvantaged students, 12% of English Language Learners, 8% of students with IEPs, 16% of African American students, 53% of Asian students, 28% of Hispanic students, and 30% of white students.

81% of high school students agree or strongly agree that the science program is meeting their needs. 81% of middle school students agree or strongly agree that the science program is meeting their needs.

**Cause for Gap:** Data analysis shows that there is a need for students to increase their ability to inquire and reflect scientifically. Students need opportunities to gain not only knowledge of disciplinary content but also disciplinary processes. Students must consider alternatives and decide upon the best, most appropriate course of actions. Students must be able to organize information into graphs, charts, and tables but must also be able to interpret graphs, charts, tables and make good scientific decisions. Science must have application to the real world beyond the audience of school.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP and EPAS System

Locally developed perception surveys.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** College Career Readiness as measured by MEAP, EPAS, and other measures. We will increase by 5% the percent of all students who are on track to be college/career ready. We will increase the percent of students in struggling sub groups scoring at the level of on track for college readiness by 10%.

**Contact Name:** Barbara Fowler

### List of Objectives:

Name	Objective
Science	In Science, we will increase our overall percent of students who are college ready or on track for college readiness by 10% by the end of the 2011-2012 school year using the MEAP, EPAS system, and other tools as our measures.

## 3.1. Objective: Science

**Measurable Objective Statement to Support Goal:** In Science, we will increase our overall percent of students who are college ready or on track for college readiness by 10% by the end of the 2011-2012 school year using the MEAP, EPAS system, and other tools as our measures.

### List of Strategies:

Name	Strategy
Academic Writing- Claim Evidence Reasoning	District staff will guide students in the use of expository, analytical, and argumentative writing that forms the basis for academic communication. Currently, select teachers have considered the claim, evidence, reasoning writing format By the end of the 2012-2013 school year, samples of student work reflecting claim, evidence, reasoning will be collected in grades 6-11
Alignment and Distribution of Curriculum through Atlas Rubicon	District staff will use Atlas Rubicon to make appropriate, immediate modifications to the curriculum.
Common Assessment and Professional Development in Improved Assessment Use	District staff will engage students in instructionally sensitive assessments promoting clear targets, feedback to students, and ongoing dialogue with teaching peers.
Establishment of a Respectful and Inclusive Environment	District staff will create and maintain a school climate and learning environment that is accepting, safe for, respectful of, friendly toward, and responsive to all persons. A district diversity council will promote inclusiveness in our schools and community.
Grade Level/Vertical Meetings	District staff will engage in professional conversations both vertically and horizontally about instructional practice and learning.
Instructional Rounds	District staff will engage in instructional rounds to develop a shared understanding of high-quality instruction.

Interpretation of Data by Students	District staff will utilize instructional strategies that are most likely to improve student achievement in the use and creation of data sets.
Parent/Stakeholder Involvement	District staff will develop comprehensive programs of school-family-community partnership including parenting workshops, ongoing communication, volunteer opportunities, support for learning at home, involvement in school decision making, and community collaboration.
Patterns of Strengths and Weaknesses	District staff will use a "pattern of strengths and "weaknesses" approach to help identify and plan for the special needs of students with learning disabilities.
Personal Growth Plans/Rigorous Course Selection	District staff will support students in the development of personal growth plans identifying goals, career aspirations, and the necessary academic course selections that are necessary to achieve the identified objectives.
Summer School	District staff will provide struggling students with opportunities for summer instruction making available the extra support students need to meet learning standards.
Training in interpreting and creating scientific data	Currently, teachers have not been formally trained in instructional strategies for helping students interpret and create scientific data By the end of the 2012-2013 school year, science teachers in grades 6-11 will be provided instruction in student strategies for interpretation and creation of scientific data
Tutors	District staff will support ESL and Title 1 tutors to reinforce student learning of content objectives under the supervision of highly qualified teachers.
Visible Thinking	District staff will integrate the development of students' thinking with content learning across subject matters using an extensive and adaptable collection of practices, Visible Thinking will be used to cultivate students' thinking skills and dispositions, and, on the other, to deepen content learning. By thinking dispositions, we mean curiosity, concern for truth and understanding, a creative mindset, not just being skilled but also alert to thinking and learning opportunities and eager to take them.

### 3.1.1. Strategy: Academic Writing- Claim Evidence Reasoning

**Strategy Statement:** District staff will guide students in the use of expository, analytical, and argumentative writing that forms the basis for academic communication.

Currently, select teachers have considered the claim, evidence, reasoning writing format  
By the end of the 2012-2013 school year, samples of student work reflecting claim, evidence, reasoning will be collected in grades 6-11

#### Selected Target Areas

- 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
- 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
- 3.4 Supports instruction that is research-based and reflective of best practice
- 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and

ensure readiness for future schooling or employment
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

### What research did you review to support the use of this strategy and action plan?

Allington, R. L. (2001). What really matters for struggling readers: Designing research-based programs. Boston:

Allyn and Bacon.

Allington, R. L. (2002, June). What I've learned about effective reading instruction from a decade of studying exemplary

elementary classroom teachers. Phi Delta Kappan, 83, 740-747.

Allington, R. L., & Johnston, P. H. (Eds.). (2002). Reading to learn: Lessons from exemplary 4th grade classrooms. New York:

Guilford.

Baumann, J. F., & Duffy, A. M. (1997). Engaged reading for pleasure and learning. Athens, GA: National Reading Research Center, University of Georgia.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Scoring of academic writing	2011-09-01	2012-06-30	Science teachers and science coordinator

### 3.1.1.1. Activity: Scoring of academic writing

**Activity Type:** Professional Development

**Activity Description:** Common scoring of science writing prompts.

**Planned staff responsible for implementing activity:** Science teachers and science coordinator

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.2. Strategy: Alignment and Distribution of Curriculum through Atlas Rubicon

**Strategy Statement:** District staff will use Atlas Rubicon to make appropriate, immediate modifications to the curriculum.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

Jacobs, H. H. (1997). Mapping the big picture: Integrating curriculum and assessment K-12. Alexandria, VA:

Association for Supervision and Curriculum Development.

Jacobs, H. H. (2004). Getting results with curriculum mapping. Alexandria, VA: Association for Supervision and Curriculum Development.

Udelhofen, S. (2005). Keys to curriculum mapping: Strategies and tools to make it work. Thousand Oaks, CA: Corwin Press.

Hale, J. A. (2008). A guide to curriculum mapping: Planning, implementing, and sustaining the process. Thousand Oaks, CA: Corwin Press.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of Atlas Rubicon	2011-08-31	2012-06-30	Implementation of Atlas Rubicon

### 3.1.2.1. Activity: Implementation of Atlas Rubicon

**Activity Type:** Professional Development

**Activity Description:** Utilization of Atlas Rubicon for lesson planning.

**Planned staff responsible for implementing activity:** Implementation of Atlas Rubicon

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.3. Strategy: Common Assessment and Professional Development in Improved Assessment Use

**Strategy Statement:** District staff will engage students in instructionally sensitive assessments promoting clear targets, feedback to students, and ongoing dialogue with teaching peers.

#### Selected Target Areas

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

- 4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
- 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
- 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

### What research did you review to support the use of this strategy and action plan?

Black, P., & William, D. (2003). ?In praise of educational research?: Formative assessment. British Educational Research Journal, 29(5), 623-637.

Bloom, B.S. (1969). Some theoretical issues relating to educational evaluation. In R. W. Taylor (Ed.), Educational evaluation: New roles, new means: The 68th yearbook of the National Society for the Study of Evaluation, Part II (pp. 26-50). Chicago: University of Chicago Press.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessment/Formative Assessment	2011-09-01	2012-06-29	Coordinators, teachers

### 3.1.3.1. Activity: Common Assessment/Formative Assessment

**Activity Type:** Professional Development

**Activity Description:** Staff members will assess student learning using common assessments and collaboratively analyze the results.

**Planned staff responsible for implementing activity:** Coordinators, teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Assessment Coaches/Coordinators	Title II Part A	50,000.00	

### 3.1.4. Strategy: Establishment of a Respectful and Inclusive Environment

**Strategy Statement:** District staff will create and maintain a school climate and learning environment that is accepting, safe for, respectful of, friendly toward, and responsive to all persons. A district diversity council will promote inclusiveness in our schools and community.

#### Selected Target Areas

2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

#### What research did you review to support the use of this strategy and action plan?

W. J., Mumford, V., & Beachum, F. (2005). Urban School Failure and Disproportionality in a Post-Brown Era. *Remedial and Special Education*, 26(2), 70-81.

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically

diverse learners. *Intervention in School & Clinic*, 40(4), 195-211.

Moule, Jean (2012). *Cultural Competence: A primer for educators*. Wadsworth/Cengage, Belmont, California.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Diversity and Inclusion Council	2011-09-01	2012-06-29	Diversity and Inclusion Professional Development Sub-Committee

#### 3.1.4.1. Activity: Diversity and Inclusion Council

**Activity Type:** Professional Development

**Activity Description:** All staff members will participate in professional development related to tolerance, diversity, and inclusion.

**Planned staff responsible for implementing activity:** Diversity and Inclusion Professional Development Sub-Committee

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.5. Strategy: Grade Level/Vertical Meetings

**Strategy Statement:** District staff will engage in professional conversations both vertically and horizontally about instructional practice and learning.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.9 Maintains a system-wide climate that supports student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
7.2 Engages stakeholders in the processes of continuous improvement

**What research did you review to support the use of this strategy and action plan?**

District staff will engage in professional conversations both vertically and horizontally about instructional practice and learning.

Research: Annenberg Institute for School Reform. (2004). Professional learning communities: Professional development

strategies that improve instruction. Retrieved March 22, 2007, from <http://www.annenberginstitute.org/pdf/ProfLearning.pdf>

DuFour, R. (2004, May). What is a 'professional learning community'? Educational Leadership, 61(8), 6-11.

DuFour, R., & Burnette, B. (2002, Summer). Pull out negativity by its roots. Journal of Staff

Development, 23(3), 27-30.

Retrieved March 22, 2007, from <http://www.nsd.org/library/publications/jsd/burnette233.cfm>

National Staff Development Council. (2001a). Collaboration skills. Retrieved March 22, 2007, from <http://www.nsd.org/standards/collaborationskills.cfm>

National Staff Development Council. (2001b).

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Grade Level and Vertical Meetings	2011-08-31	2012-06-29	Coordinators, Assistant Superintendents, Directors

### 3.1.5.1. Activity: Grade Level and Vertical Meetings

**Activity Type:** Professional Development

**Activity Description:** Participation in grade level and vertical meetings answering the questions of the professional learning communities model- What should students know and be able to do? How will we know when they have learned it? What will we do when students don't learn?

**Planned staff responsible for implementing activity:** Coordinators, Assistant Superintendents, Directors

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

### 3.1.6. Strategy: Instructional Rounds

**Strategy Statement:** District staff will engage in instructional rounds to develop a shared understanding of high-quality instruction.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009) Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning, Harvard Education Press. Elmore, R.F. (2007). Professional Networks and School Improvement, The School Elmore, R. F. (2007). Let's act like professionals. Journal of Staff Development, 28(3), 31-33.

Hargreaves, A. (1994). Changing teachers, changing times: Teachers work and culture in the postmodern age. Cassell, London: Teachers College Press.

Newmann, F. M., Marks, H. M., & Gamoran, A. (1996). Authentic pedagogy and student performance. American Journal of Education, 104(4), 280-312.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Observation of Classrooms and Discussion	2011-08-31	2012-06-29	Administrators and teachers

**3.1.6.1. Activity: Observation of Classrooms and Discussion**

**Activity Type:** Professional Development

**Activity Description:** Administrators and teachers will observe colleagues during instruction and the dialogue about the experience to develop a shared understanding of characteristics of effective instruction.

**Planned staff responsible for implementing activity:** Administrators and teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.7. Strategy: Interpretation of Data by Students

**Strategy Statement:** District staff will utilize instructional strategies that are most likely to improve student achievement in the use and creation of data sets.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

Marzano, R. J., Transforming Classroom Grading. Virginia: ASCD, 2000. [251]

Marzano, R. J., Pickering, D. J., and Pollock, J. E., Classroom Instruction That Works: Research-Based

Strategies For

Increasing Student Achievement. Virginia: ASCD, 2001. [252]

Tomlinson, C. A., How To Differentiate Instruction In Mixed-Ability Classrooms. 2nd Edition. Virginia: ASCD, 2001. [256]

Wiggins, G. and McTighe, J., Understanding by Design. Virginia: ASCD, 1998. [257]

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Continued learning and use of Research Based Instructional Strategies	2011-08-31	2012-06-29	Administrators and teachers.

### 3.1.7.1. Activity: Continued learning and use of Research Based Instructional Strategies

**Activity Type:** Professional Development

**Activity Description:** Staff members will continue to discuss and utilize research based instructional strategies to ensure student learning.

**Planned staff responsible for implementing activity:** Administrators and teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.8. Strategy: Parent/Stakeholder Involvement

**Strategy Statement:** District staff will develop comprehensive programs of school-family-community partnership including parenting workshops, ongoing communication, volunteer opportunities, support for learning at home, involvement in school decision making, and community collaboration.

**Selected Target Areas**

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.12 Assesses and addresses community expectations and stakeholder satisfaction
3.9 Maintains a system-wide climate that supports student learning
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
6.1 Fosters collaboration with community stakeholders to support student learning
6.2 Uses system-wide strategies to listen to and communicate with stakeholders
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
6.5 Provides information that is meaningful and useful to stakeholders
7.2 Engages stakeholders in the processes of continuous improvement

**What research did you review to support the use of this strategy and action plan?**

Christian, K.; Morrison, F. J.; & Bryant, F. B. (1998). Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments. *Early Childhood Research Quarterly*, 13(3), 501-521.

Epstein, J. (2001). *School, family, and community partnerships*. Boulder: Westview Press.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Including parents as active stakeholders	2011-08-31	2012-06-29	Administrators and teachers

**3.1.8.1. Activity: Including parents as active stakeholders**

**Activity Type:** Professional Development

**Activity Description:** Active inclusion and pursuit of parents as stakeholders in student learning.

**Planned staff responsible for implementing activity:** Administrators and teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.9. Strategy: Patterns of Strengths and Weaknesses

**Strategy Statement:** District staff will use a "pattern of strengths and "weaknesses" approach to help identify and plan for the special needs of students with learning disabilities.

**Selected Target Areas**

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**What research did you review to support the use of this strategy and action plan?**

Berninger, V.W. & Richards T. (2000). Novel treatment helps dyslexics significantly improve reading skills, shows the brain changes as children learn. University of Washington News, 24 May 2000. Retrieved November 21, 2008, from <http://uwnews.org/article.asp?articleID=1923>

Feifer, S. (2008). Integrating neuroscience and RTI in the assessment of LDs. In Fletcher- Janzen, E., and Reynolds, C., (Eds.) Neuropsychological Perspectives on Learning Disabilities in the Era of RTI (pp. 219-237). Hoboken, New Jersey: John Wiley & Sons, Inc.

Hale, J. B. (2006). Implementing IDEA 2004 with a three-tier model that includes response to intervention

and cognitive assessment methods. School Psychology Forum: Research into Practice 1 (1) 16-27.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Special Education Utilization of Model	2011-08-31	2012-06-29	Special education staff, teachers

### 3.1.9.1. Activity: Special Education Utilization of Model

**Activity Type:** Professional Development

**Activity Description:** Special education and general education teachers will continue to grow understanding of patterns of strengths and weaknesses and curriculum based measurement.

**Planned staff responsible for implementing activity:** Special education staff, teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.10. Strategy: Personal Growth Plans/Rigorous Course Selection

**Strategy Statement:** District staff will support students in the development of personal growth plans identifying goals, career aspirations, and the necessary academic course selections that are necessary to achieve the identified objectives.

**Selected Target Areas**

- 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
- 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
- 3.8 Supports the implementation of interventions to help students meet expectations for student learning
- 3.9 Maintains a system-wide climate that supports student learning

4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

### What research did you review to support the use of this strategy and action plan?

Hazler, R. J. (1998). Helping in the hallways: Advanced strategies for enhancing school relationships. Thousands Oaks, CA: Corwin.

Niles, S. G., & Harris-Bowlsbey, J. (2005). Career development interventions in the 21st century (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Rosenbaum, J. E. (1998). College-for-all: Do students understand what college demands? Social Psychology of Education, 2, 55-80.

Wirt, J., Choy, S., Gerald, D., Provasnik, S., Rooney, P., Watanabe, S., et al. (2002). The condition of education 2002 (NCES 2002-025). Washington, DC: U.S. Government Printing Office.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Active encouragement of students to take rigorous coursework	2011-08-31	2012-06-29	Counselors, teachers

### 3.1.10.1. Activity: Active encouragement of students to take rigorous coursework

**Activity Type:** Professional Development

**Activity Description:** Staff members will discuss ways to encourage and insist that students take rigorous coursework.

**Planned staff responsible for implementing activity:** Counselors, teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.11. Strategy: Summer School

**Strategy Statement:** District staff will provide struggling students with opportunities for summer instruction making available the extra support students need to meet learning standards.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
5.12 Provides student support services coordinated with the school, home, and community
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**What research did you review to support the use of this strategy and action plan?**

Bell, Susanne, and Natalie Carrillo. ?Characteristics of effective summer learning programs in practice.? New

Directions for Youth Development No. 114 Summer 2007: 45-63. Wiley InterScience. Web. 29 Mar. 2010.

Fairchild, Ron, Brenda McLaughlin, and Brendan P. Costigan. ?How did you spend your summer vacation? What public

policies do (and don't do) to support summer learning opportunities for all youth.? Afterschool Matters, Occasional Paper

Series #8 Spring 2007: 1-22. The Robert Bowne Foundation. Web. 29 Mar. 2010.

Wilson-Ahlstrom, Alicia, et al. ?School's Out: A Look At Summer Learning and Engagement.? Out-of-School Time Policy

Commentary #7 Jul. 2004: 1-7. The Forum for Youth Investment. Web. 19 Feb 2010.

Wimer, Christopher, et al. ?What Are Kids Getting Into These Days? Demographic Differences in Youth Out-of-School Time

Participation.? March 2006. National Summer Learning Association. Web. 19 Feb 2010

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Active encouragement of students to participate in summer learning	2011-08-31	2012-06-29	Teachers, administrators, assistant superintendents

### 3.1.11.1. Activity: Active encouragement of students to participate in summer learning

**Activity Type:** Professional Development

**Activity Description:** Teachers and administrators will understand the link between summer interventions and the prevention of the summer slide and will encourage appropriate students to attend summer sessions.

**Planned staff responsible for implementing activity:** Teachers, administrators, assistant superintendents

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.12. Strategy: Training in interpreting and creating scientific data

**Strategy Statement:** Currently, teachers have not been formally trained in instructional strategies for helping students interpret and create scientific data

By the end of the 2012-2013 school year, science teachers in grades 6-11 will be provided instruction in student strategies for interpretation and creation of scientific data

**Selected Target Areas**

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice

### 3.8 Supports the implementation of interventions to help students meet expectations for student learning

#### What research did you review to support the use of this strategy and action plan?

The Partnership for 21st Century Skills: Learning for the 21st Century

[http://www.21stcenturyskills.org/index.php?option=com\\_content&task=view&id=29&Itemid=42](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=29&Itemid=42)

The Science Program Improvement Review (National Science Teachers Association) - Vision and Expectations

<http://www.nsta.org/about/initiatives/spir/vision.aspx><http://www.nsta.org/about/initiatives/spir/>

National Science Education Standards (National Research Council, 1996)

<http://www.nap.edu/readingroom/books/nse/>

“Rigor on Trial” by Tony Wagner (Harvard University)

<http://www.gse.harvard.edu/clg/pdfs/rigorontrialedweek.pdf>

How Students Learn Science in the Classroom

<http://www.nap.edu/catalog/11102.html#toc>

Kentucky’s Program of Studies, Revised 2006: Science

<http://education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+>

National Science Teachers Association: Official Positions

<http://www.nsta.org/about/positions.aspx>

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training in interpreting and creating scientific data	2012-08-29	2014-06-27	Science Administrators Darin Stockdill

#### 3.1.12.1. Activity: Training in interpreting and creating scientific data

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive professional development in strategies to engage students in reading and interpreting graphs, charts, and tables.

**Planned staff responsible for implementing activity:** Science Administrators  
Darin Stockdill

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-29, End Date - 2014-06-27

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.13. Strategy: Tutors

**Strategy Statement:** District staff will support ESL and Title 1 tutors to reinforce student learning of content objectives under the supervision of highly qualified teachers.

**Selected Target Areas**

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable
5.12 Provides student support services coordinated with the school, home, and community
7.2 Engages stakeholders in the processes of continuous improvement
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

Edward E. Gordon, Ronald R. Morgan, Judith A. Ponticell, and Charles J. O'Malley, "Tutoring Solutions for No Child Left Behind," NASSP Bulletin (National Association of Secondary School Principals), 88 (March 2004): 59-68.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development for Title 1 Tutors	2011-08-31	2012-06-29	Tutors, director

**3.1.13.1. Activity: Professional Development for Title 1 Tutors**

**Activity Type:** Professional Development

**Activity Description:** Title 1 tutors will participate in quality professional development activities.

**Planned staff responsible for implementing activity:** Tutors, director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Tutor Salary	Title I Part A	75,000.00	

**3.1.14. Strategy: Visible Thinking**

**Strategy Statement:** District staff will integrate the development of students' thinking with content learning across subject

matters using an extensive and adaptable collection of practices, Visible Thinking will be used to cultivate students' thinking skills and dispositions, and, on the other, to deepen content learning. By thinking dispositions, we mean curiosity, concern for truth and understanding, a creative mindset, not just being skilled but also alert to thinking and learning opportunities and eager to take them.

**Selected Target Areas**

- |                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services                                                                                  |
| 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills                                                                                 |
| 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning |
| 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all                                                                                                                                   |

levels

- 3.4 Supports instruction that is research-based and reflective of best practice
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
- 3.8 Supports the implementation of interventions to help students meet expectations for student learning
- 3.9 Maintains a system-wide climate that supports student learning
- 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
- 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
- 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
- 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)
- 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

### What research did you review to support the use of this strategy and action plan?

Housen, A., Yenawine, P., & Arenas, A. (1991). Visual thinking curriculum. Unpublished but used for research purposes. New York: Museum of Modern Art.

Perkins, D. N., & Tishman, S. (2001). "Dispositional aspects of intelligence." In S. Messick & J. M. Collis (Eds.), *Intelligence and personality: Bridging the gap in theory and measurement* (pp. 233-257). Mahwah, New Jersey: Erlbaum.

Ritchhart, R. (2002). *Intellectual character: What it is, why it matters, and how to get it*. San Francisco: Jossey-Bass.

Tishman, S. (2002). "Artful reasoning." In Grotzer, T., Howick, L., Tishman, S. & Wise, D., *Art works for schools: A curriculum for teaching thinking in and through the arts*. Lincoln, MA: DeCordova Museum and Sculpture Park.

Tishman, S., & Perkins, D. N. (1997). "The language of thinking." *Phi Delta Kappan*, 78(5), 368-374.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, Massachusetts: Harvard University Press.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development in Visible Thinking	2011-08-31	2012-06-29	Assistant superintendents, administrators

### 3.1.14.1. Activity: Professional Development in Visible Thinking

**Activity Type:** Professional Development

**Activity Description:** Staff will participate in professional development related to implementation of Visible Thinking.

**Planned staff responsible for implementing activity:** Assistant superintendents, administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-29

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

## Goal 4: Social Studies

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** All students will be on track to be college/career ready in social studies.

**Gap Statement:** 61% of 8th graders are at or above the college readiness threshold in reading which is a predictor of success in Social studies as measured by the ACT Explore. 73% of 10th graders are at or above the college readiness threshold in reading which is a predictor of success in Social studies as measured by the ACT Plan. 73% of 11th graders are at or above the college readiness threshold in reading which is a predictor of success in Social studies as measured by the ACT. 52% of all students in grades 6 and 9 are college career ready in social studies as measured by the MEAP. 49% of females, 55% of males, 25% of economically disadvantaged students, 18% of English language learners, 15% of students with IEPs, 22% of African American students, 65% of Asian students, 33% of Hispanic students, 51% of white students.

79% of high school students agree or strongly agree that the social studies program is meeting their needs. 84% of middle school students agree or strongly agree that the social studies program is meeting their needs. 92% of elementary students agree or strongly agree that they can read and understand graphs.

**Cause for Gap:** Additional data analysis identifies comprehension and inference deficiencies as the primary cause for gap. Many students struggle with reading informational text as opposed to narrative. Informational text is often organized in more sophisticated patterns, may contain unfamiliar vocabulary that cannot be figured out simply using context without interfering with comprehension. In social studies specialized words may represent complex and abstract ideas. In many social studies texts, material is organized in a dense fashion and requires students to not only consider the text in front of them but also to consider primary sources which may agree or disagree with the text.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Grade 5 Social Studies MEAP, Grade 8 Social Studies MEAP, Grade 8 Reading Explore), Grade 10 Plan test, Grade 11 ACT Reading test.

Locally developed perception data

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** We will increase our overall percent of students college ready or on track for college readiness by 5% by the end of the 2012-2013 school year using the MEAP and EPAS system as our measures. We will increase the percent of students in struggling sub groups scoring at the level of on track for college readiness by 10%.

**Contact Name:** Barbara Fowler

#### List of Objectives:

Name	Objective
Social Studies for All	In Social Studies, we will increase our overall percent of students who are college ready or on track for college readiness by 10% by the end of the 2011-2012 school year using the MEAP and EPAS system as our measures.

## 4.1. Objective: Social Studies for All

**Measurable Objective Statement to Support Goal:** In Social Studies, we will increase our overall percent of students who are college ready or on track for college readiness by 10% by the end of the 2011-2012 school year using the MEAP and EPAS system as our measures.

#### List of Strategies:

Name	Strategy
Academic Writing	District staff will guide students in the use of expository, analytical, and argumentative writing that forms the basis for academic communication. Currently, 12 middle school social studies teachers have been trained in literacy strategies for informational text (MI CLASS/HI CLASS Content Literacy Assessments, Standards and Strategies ) By the end of the 2012-2013 school year, 24 teachers will be trained in grades 6-12 with classroom implementation
Common Assessment and Professional Development in Improved Assessment Use	District staff will engage students in instructionally sensitive assessments promoting clear targets, feedback to students, and ongoing dialogue with teaching peers.
Establishment of a Respectful and Inclusive Environment	District staff will create and maintain a school climate and learning environment that is accepting, safe for, respectful of, friendly toward, and responsive to all persons. A district diversity council will promote inclusiveness in our schools and community.

Grade Level/Vertical Meetings	District staff will engage in professional conversations both vertically and horizontally about instructional practice and learning.
Implementation of New Materials and Curriculum through Atlas Rubicon	District staff will use Atlas Rubicon to make appropriate, immediate modifications to the curriculum. Currently, materials supporting literacy and social studies content are under consideration in grades 6-12. By the end of the 2012-2013 school year, materials supporting literacy and social studies content will be effectively implemented in grades 6-12.
Instructional Rounds	District staff will engage in instructional rounds to develop a shared understanding of high-quality instruction.
Instructional Strategies Identified Through Marzano Meta Analysis	District staff will utilize instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels.
Parent/Stakeholder Involvement	District staff will develop comprehensive programs of school-family-community partnership including parenting workshops, ongoing communication, volunteer opportunities, support for learning at home, involvement in school decision making, and community collaboration.
Patterns of Strengths and Weaknesses	District staff will use a "pattern of strengths and "weakesses" approach to help identify and plan for the special needs of students with learning disabilities.
Personal Growth Plans/Rigorous Course Selection	District staff will support students in the development of personal growth plans identifying goals, career aspirations, and the necessary academic course selections that are necessary to achieve the identified objectives.
Summer Schools	District staff will provide struggling students with opportunities for summer instruction making available the extra support students need to meet learning standards.
Tutors	District staff will support ESL and Title 1 tutors to reinforce student learning of content objectives under the supervision of highly qualified teachers.
Visible Thinking	District staff will integrate the development of students' thinking with content learning across subject matters using an extensive and adaptable collection of practices. Visible Thinking will be used to cultivate students' thinking skills and dispositions, and, on the other, to deepen content learning. By thinking dispositions, we mean curiosity, concern for truth and understanding, a creative mindset, not just being skilled but also alert to thinking and learning opportunities and eager to take them.

### 4.1.1. Strategy: Academic Writing

**Strategy Statement:** District staff will guide students in the use of expository, analytical, and argumentative writing that forms the basis for academic communication.

Currently, 12 middle school social studies teachers have been trained in literacy strategies for informational text (MI CLASS/HI CLASS Content Literacy Assessments, Standards and Strategies )

By the end of the 2012-2013 school year, 24 teachers will be trained in grades 6-12 with classroom implementation

**Selected Target Areas**

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

Allington, R. L. (2001). What really matters for struggling readers: Designing research-based programs. Boston:

Allyn and Bacon.

Allington, R. L. (2002, June). What I've learned about effective reading instruction from a decade of studying exemplary elementary classroom teachers. Phi Delta Kappan, 83, 740-747.

Allington, R. L., & Johnston, P. H. (Eds.). (2002). Reading to learn: Lessons from exemplary 4th grade classrooms. New York: Guilford.

Baumann, J. F., & Duffy, A. M. (1997). Engaged reading for pleasure and learning. Athens, GA: National Reading Research Center, University of Georgia.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
MI CLASS	2011-08-01	2014-08-01	ocial Studies Teachers

**4.1.1.1. Activity: MI CLASS**

**Activity Type:** Professional Development

**Activity Description:** MI CLASS Professional Development Through Oakland Schools

**Planned staff responsible for implementing activity:** Social Studies Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 4.1.2. Strategy: Common Assessment and Professional Development in Improved Assessment Use

**Strategy Statement:** District staff will engage students in instructionally sensitive assessments promoting clear targets, feedback to students, and ongoing dialogue with teaching peers.

**Selected Target Areas**

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

Black, P., & William, D. (2003). ?In praise of educational research?: Formative assessment. British Educational Research Journal, 29(5), 623-637.

Bloom, B.S. (1969). Some theoretical issues relating to educational evaluation. In R. W. Taylor (Ed.), Educational evaluation:

New roles, new means: The 68th yearbook of the National Society for the Study of Evaluation, Part II (pp. 26-50). Chicago: University of Chicago Press.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessment/Formative Assessment	2011-08-01	2014-08-01	Coordinators, teachers.

#### 4.1.2.1. Activity: Common Assessment/Formative Assessment

**Activity Type:** Professional Development

**Activity Description:** Staff members will assess student learning using common assessments and collaboratively analyze the results.

**Planned staff responsible for implementing activity:** Coordinators, teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Assessment Coaches/Coordinators	Title II Part A	50,000.00	

#### 4.1.3. Strategy: Establishment of a Respectful and Inclusive Environment

**Strategy Statement:** District staff will create and maintain a school climate and learning environment that is accepting, safe for, respectful of, friendly toward, and responsive to all persons. A district diversity council will promote inclusiveness in our schools and community.

#### Selected Target Areas

2.9 Creates and supports collaborative networks of stakeholders to support system programs  
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
- 3.8 Supports the implementation of interventions to help students meet expectations for student learning
- 3.9 Maintains a system-wide climate that supports student learning
- 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
- 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

### What research did you review to support the use of this strategy and action plan?

W. J., Mumford, V., & Beachum, F. (2005). Urban School Failure and Disproportionality in a Post-Brown Era. Remedial and Special Education, 26(2), 70-81.

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically

diverse learners. Intervention in School & Clinic, 40(4), 195-211.

Moule, Jean (2012). Cultural Competence: A primer for educators. Wadsworth/Cengage, Belmont, California.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD on Tolerance and Diversity and Inclusion Council	2011-08-01	2014-08-01	Diversity and Inclusion Professional Development Sub-Committee

#### 4.1.3.1. Activity: PD on Tolerance and Diversity and Inclusion Council

**Activity Type:** Professional Development

**Activity Description:** All staff members will participate in professional development related to tolerance, diversity, and inclusion.

**Planned staff responsible for implementing activity:** Diversity and Inclusion Professional Development Sub-Committee

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.1.4. Strategy: Grade Level/Vertical Meetings**

**Strategy Statement:** District staff will engage in professional conversations both vertically and horizontally about instructional practice and learning.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.9 Maintains a system-wide climate that supports student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
7.2 Engages stakeholders in the processes of continuous improvement

**What research did you review to support the use of this strategy and action plan?**

District staff will engage in professional conversations both vertically and horizontally about instructional practice and learning.

Research: Annenberg Institute for School Reform. (2004). Professional learning communities: Professional development

strategies that improve instruction. Retrieved March 22, 2007, from

<http://www.annenberginstitute.org/pdf/ProfLearning.pdf>

DuFour, R. (2004, May). What is a 'professional learning community'? Educational Leadership, 61(8), 6-11.

DuFour, R., & Burnette, B. (2002, Summer). Pull out negativity by its roots. Journal of Staff Development, 23(3), 27-30.

Retrieved March 22, 2007, from <http://www.nsdc.org/library/publications/jsd/burnette233.cfm>

National Staff Development Council. (2001a). Collaboration skills. Retrieved March 22, 2007, from

<http://www.nsdc.org/standards/collaborationskills.cfm>

National Staff Development Council. (2001b).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Grade Level and Vertical Meetings	2011-08-01	2014-08-01	Coordinators, Assistant Superintendents, Directors

#### 4.1.4.1. Activity: Grade Level and Vertical Meetings

**Activity Type:** Professional Development

**Activity Description:** Participation in grade level and vertical meetings answering the questions of the professional learning communities model- What should students know and be able to do? How will we know when they have learned it? What will we do when students don't learn?

**Planned staff responsible for implementing activity:** Coordinators, Assistant Superintendents, Directors

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

##### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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#### 4.1.5. Strategy: Implementation of New Materials and Curriculum through Atlas Rubicon

**Strategy Statement:** District staff will use Atlas Rubicon to make appropriate, immediate modifications to the curriculum. Currently, materials supporting literacy and social studies content are under consideration in grades 6-12

By the end of the 2012-2013 school year, materials supporting literacy and social studies content will be effectively implemented in grades 6-12

##### Selected Target Areas

- 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
- 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
- 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
- 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to

equity, and demonstrates an appreciation of diversity

3.8 Supports the implementation of interventions to help students meet expectations for student learning

3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction

4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness

5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals

7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

### What research did you review to support the use of this strategy and action plan?

Jacobs, H. H. (1997). Mapping the big picture: Integrating curriculum and assessment K-12. Alexandria, VA:

Association for Supervision and Curriculum Development.

Jacobs, H .H. (2004). Getting results with curriculum mapping. Alexandria, VA: Association for Supervision and Curriculum Development.

Udelhofen, S. (2005). Keys to curriculum mapping: Strategies and tools to make it work. Thousand Oaks, CA: Corwin Press.

Hale, J. A. (2008). A guide to curriculum mapping: Planning, implementing, and sustaining the process. Thousand Oaks, CA: Corwin Press.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of Atlas Rubicon	2011-08-01	2014-08-01	Coordinators/teachers/administrators

#### 4.1.5.1. Activity: Implementation of Atlas Rubicon

**Activity Type:** Professional Development

**Activity Description:** Utilization of Atlas Rubicon for lesson planning.

**Planned staff responsible for implementing activity:** Coordinators/teachers/administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## 4.1.6. Strategy: Instructional Rounds

**Strategy Statement:** District staff will engage in instructional rounds to develop a shared understanding of high-quality instruction.

**Selected Target Areas**

- 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
- 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
- 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
- 3.4 Supports instruction that is research-based and reflective of best practice
- 3.8 Supports the implementation of interventions to help students meet expectations for student learning
- 3.9 Maintains a system-wide climate that supports student learning
- 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
- 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
- 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
- 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
- 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009) Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning, Harvard Education Press.

Elmore, R.F. (2007). Professional Networks and School Improvement, The School Elmore, R. F. (2007). Let's act like professionals. Journal of Staff Development, 28(3), 31-33.

Hargreaves, A. (1994). Changing teachers, changing times: Teachers work and culture in the postmodern age. Cassell, London: Teachers College Press.

Newmann, F. M., Marks, H. M., & Gamoran, A. (1996). Authentic pedagogy and student performance. American Journal of

Education, 104(4), 280-312.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Observation of Classrooms and Discussion	2011-08-01	2014-08-01	Administrators and teachers

#### 4.1.6.1. Activity: Observation of Classrooms and Discussion

**Activity Type:** Professional Development

**Activity Description:** Administrators and teachers will observe colleagues during instruction and the dialogue about the experience to develop a shared understanding of characteristics of effective instruction.

**Planned staff responsible for implementing activity:** Administrators and teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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#### 4.1.7. Strategy: Instructional Strategies Identified Through Marzano Meta Analysis

**Strategy Statement:** District staff will utilize instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels.

**Selected Target Areas**

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

### What research did you review to support the use of this strategy and action plan?

Marzano, R. J., Transforming Classroom Grading. Virginia: ASCD, 2000. [251]  
 Marzano, R. J., Pickering, D. J., and Pollock, J. E., Classroom Instruction That Works: Research-Based Strategies For Increasing Student Achievement. Virginia: ASCD, 2001. [252]  
 Tomlinson, C. A., How To Differentiate Instruction In Mixed-Ability Classrooms. 2nd Edition. Virginia: ASCD, 2001. [256]  
 Wiggins, G. and McTighe, J., Understanding by Design. Virginia: ASCD, 1998. [257]

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Continued learning and use of Research Based Instructional Strategies	2011-08-01	2014-08-01	Administrators and teachers.

### 4.1.7.1. Activity: Continued learning and use of Research Based Instructional Strategies

**Activity Type:** Professional Development

**Activity Description:** Staff members will continue to discuss and utilize research based instructional strategies to ensure student learning.

**Planned staff responsible for implementing activity:** Administrators and teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.1.8. Strategy: Parent/Stakeholder Involvement**

**Strategy Statement:** District staff will develop comprehensive programs of school-family-community partnership including parenting workshops, ongoing communication, volunteer opportunities, support for learning at home, involvement in school decision making, and community collaboration.

**Selected Target Areas**

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.12 Assesses and addresses community expectations and stakeholder satisfaction
3.9 Maintains a system-wide climate that supports student learning
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
6.1 Fosters collaboration with community stakeholders to support student learning
6.2 Uses system-wide strategies to listen to and communicate with stakeholders
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
6.5 Provides information that is meaningful and useful to stakeholders
7.2 Engages stakeholders in the processes of continuous improvement

**What research did you review to support the use of this strategy and action plan?**

Christian, K.; Morrison, F. J.; & Bryant, F. B. (1998). Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments. *Early Childhood Research Quarterly*, 13(3), 501-521.

Epstein, J. (2001). *School, family, and community partnerships*. Boulder: Westview Press.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Including parents as active stakeholders	2011-08-01	2014-08-01	Administrators and teachers

#### 4.1.8.1. Activity: Including parents as active stakeholders

**Activity Type:** Professional Development

**Activity Description:** Active inclusion and pursuit of parents as stakeholders in student learning.

**Planned staff responsible for implementing activity:** Administrators and teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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#### 4.1.9. Strategy: Patterns of Strengths and Weaknesses

**Strategy Statement:** District staff will use a "pattern of strengths and "weakesses" approach to help identify and plan for the special needs of students with learning disabilities.

#### Selected Target Areas

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**What research did you review to support the use of this strategy and action plan?**

Berninger, V.W. & Richards T. (2000). Novel treatment helps dyslexics significantly improve reading skills, shows the brain changes as children learn. University of Washington News, 24 May 2000. Retrieved November 21, 2008, from <http://uwnews.org/article.asp?articleID=1923>

Feifer, S. (2008). Integrating neuroscience and RTI in the assessment of LDs. In Fletcher- Janzen, E., and Reynolds, C., (Eds.) Neuropsychological Perspectives on Learning Disabilities in the Era of RTI (pp. 219-237). Hoboken, New Jersey: John Wiley & Sons, Inc.

Hale, J. B. (2006). Implementing IDEA 2004 with a three-tier model that includes response to intervention and cognitive assessment methods. School Psychology Forum: Research into Practice 1 (1) 16-27.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Special Education Utilization of Model	2011-08-01	2014-08-01	Special education staff, teachers

**4.1.9.1. Activity: Special Education Utilization of Model**

**Activity Type:** Professional Development

**Activity Description:** Special education and general education teachers will continue to grow understanding of patterns of strengths and weaknesses and curriculum based measurement.

**Planned staff responsible for implementing activity:** Special education staff, teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**4.1.10. Strategy: Personal Growth Plans/Rigorous Course Selection**

**Strategy Statement:** District staff will support students in the development of personal growth plans identifying goals, career aspirations, and the necessary academic course selections that are necessary to achieve the identified objectives.

### Selected Target Areas

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

### What research did you review to support the use of this strategy and action plan?

Hazler, R. J. (1998). Helping in the hallways: Advanced strategies for enhancing school relationships. Thousands Oaks, CA: Corwin.

Niles, S. G., & Harris-Bowlsbey, J. (2005). Career development interventions in the 21st century (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Rosenbaum, J. E. (1998). College-for-all: Do students understand what college demands? Social Psychology of Education, 2, 55-80.

Wirt, J., Choy, S., Gerald, D., Provasnik, S., Rooney, P., Watanabe, S., et al. (2002). The condition of education 2002 (NCES 2002-025). Washington, DC: U.S. Government Printing Office.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Active encouragement of students to take rigorous coursework	2011-08-01	2014-08-01	Counselors, teachers

#### 4.1.10.1. Activity: Active encouragement of students to take rigorous coursework

**Activity Type:** Professional Development

**Activity Description:** Staff members will discuss ways to encourage and insist that students take rigorous coursework.

**Planned staff responsible for implementing activity:** Counselors, teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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#### 4.1.11. Strategy: Summer Schools

**Strategy Statement:** District staff will provide struggling students with opportunities for summer instruction making available the extra support students need to meet learning standards.

#### Selected Target Areas

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
5.12 Provides student support services coordinated with the school, home, and community
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**What research did you review to support the use of this strategy and action plan?**

Bell, Susanne, and Natalie Carrillo. "Characteristics of effective summer learning programs in practice." New

Directions for Youth Development No. 114 Summer 2007: 45-63. Wiley InterScience. Web. 29 Mar. 2010.

Fairchild, Ron, Brenda McLaughlin, and Brendan P. Costigan. "How did you spend your summer vacation? What public

policies do (and don't do) to support summer learning opportunities for all youth." Afterschool Matters, Occasional Paper

Series #8 Spring 2007: 1-22. The Robert Bowne Foundation. Web. 29 Mar. 2010.

Wilson-Ahlstrom, Alicia, et al. "School's Out: A Look At Summer Learning and Engagement." Out-of-School Time Policy

Commentary #7 Jul. 2004: 1-7. The Forum for Youth Investment. Web. 19 Feb 2010.

Wimer, Christopher, et al. "What Are Kids Getting Into These Days? Demographic Differences in Youth Out-of-School Time

Participation." March 2006. National Summer Learning Association. Web. 19 Feb 2010

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Active encouragement of students to participate in summer learning	2011-08-01	2014-08-01	Teachers, administrators, assistant superintendents

**4.1.11.1. Activity: Active encouragement of students to participate in summer learning**

**Activity Type:** Professional Development

**Activity Description:** Teachers and administrators will understand the link between summer interventions and the prevention of the summer slide and will encourage appropriate students to attend summer sessions.

**Planned staff responsible for implementing activity:** Teachers, administrators, assistant superintendents

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Summer School	Title I Part A	25,000.00	
Summer School	Title I Part A	25,000.00	
Summer School	Title III	50,000.00	

**4.1.12. Strategy: Tutors**

**Strategy Statement:** District staff will support ESL and Title 1 tutors to reinforce student learning of content objectives under the supervision of highly qualified teachers.

**Selected Target Areas**

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable
5.12 Provides student support services coordinated with the school, home, and community
7.2 Engages stakeholders in the processes of continuous improvement
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**What research did you review to support the use of this strategy and action plan?**

Edward E. Gordon, Ronald R. Morgan, Judith A. Ponticell, and Charles J. O'Malley, "Tutoring Solutions for No Child Left Behind," NASSP Bulletin (National Association of Secondary School Principals), 88 (March 2004): 59-68.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development for Title 1 Tutors	2011-08-01	2014-08-01	Tutors, director

**4.1.12.1. Activity: Professional Development for Title 1 Tutors**

**Activity Type:** Professional Development

**Activity Description:** Title 1 tutors will participate in quality professional development activities.

**Planned staff responsible for implementing activity:** Tutors, director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Tutor Salary	Title I Part A	75,000.00	

**4.1.13. Strategy: Visible Thinking**

**Strategy Statement:** District staff will integrate the development of students' thinking with content learning across subject

matters using an extensive and adaptable collection of practices, Visible Thinking will be used to cultivate students' thinking

skills and dispositions, and, on the other, to deepen content learning. By thinking dispositions, we mean curiosity, concern for truth and understanding, a creative mindset, not just being skilled but also alert to thinking and learning opportunities and eager to take them.

**Selected Target Areas**

- |                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services                                            |
| 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills                                           |
| 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new |

approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

### What research did you review to support the use of this strategy and action plan?

Housen, A., Yenawine, P., & Arenas, A. (1991). Visual thinking curriculum. Unpublished but used for research purposes. New York: Museum of Modern Art.

Perkins, D. N., & Tishman, S. (2001). "Dispositional aspects of intelligence." In S. Messick & J. M. Collis (Eds.), *Intelligence and personality: Bridging the gap in theory and measurement* (pp. 233-257). Mahwah, New Jersey: Erlbaum.

Ritchhart, R. (2002). *Intellectual character: What it is, why it matters, and how to get it*. San Francisco: Jossey-Bass.

Tishman, S. (2002). "Artful reasoning." In Grotzer, T., Howick, L., Tishman, S. & Wise, D., *Art works for schools: A curriculum for teaching thinking in and through the arts*. Lincoln, MA: DeCordova Museum and Sculpture Park.

Tishman, S., & Perkins, D. N. (1997). "The language of thinking." *Phi Delta Kappan*, 78(5), 368-374.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, Massachusetts: Harvard University Press.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training in Visible Thinking	2011-08-01	2014-08-01	Assistant superintendents, administrators.

### 4.1.13.1. Activity: Training in Visible Thinking

**Activity Type:** Professional Development

**Activity Description:** Training visible thinking strategies.

**Planned staff responsible for implementing activity:** Assistant superintendents, administrators.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2014-08-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## Resource Profile

Funding Source	Planned Amount	Actual Amount
Early Reading First	\$50,000.00	\$0.00
Title I Part A	\$721,000.00	\$0.00
Title III	\$334,000.00	\$0.00
Other	\$4,000.00	\$0.00
Title II Part A	\$223,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
General Funds	\$56,012.00	\$0.00

# Assurances

## Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments:

## Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments: *We utilize District Improvement Survey data, Technology Advisory Committee survey data, Data Collection for Assessment Technical readiness data.*

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *We promote curriculum and strategies for integrating technology through our Intranet landing page that houses teacher resources including Blog post, handouts, video tutorials, web links, and sample technology integrated lessons.*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments: *Technology literacy is integrated through the Elementary Media Curriculum as well as the required Middle School Keyboarding and Computer Skills class.*

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *The Technology Advisory Committee has created technology grade level checklists for programming and teaching integration strategies outlining sample lessons and integration points between the ISTE standards and the Common Core Standards.*

## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Stacey	Beloungea	Teacher	sbeloungea2@troy.k12.mi.us
Mr.	Steve	Gottlieb	Teacher	sgottlieb2@troy.k12.mi.us
Mr.	Michael	Cottone	Teacher	mcottone2@troy.k12.mi.us
Mrs.	Jennifer	Vleck	Secretary	jvleck2@troy.k12.mi.us
Mr.	Brian	Fahnestock	Teacher	BFahnestock2@troy.k12.mi.us
Mrs.	Kris	Karbon	Teacher - Data coordinato	KKarbon2@troy.k12.mi.us
Mrs.	Marge	Kress	Teacher	MKress2@troy.k12.mi.us
Mr.	Patrick	Kuhl	Teacher	PKuhl2@troy.k12.mi.us
Dr.	Pamela	Mathers	Principal	PMathers2@troy.k12.mi.us
Mrs.	Anne	Mull	Director - Instruction	AMull2@troy.k12.mi.us
Mrs.	Tammy	Polena	Teacher	TPolena2@troy.k12.mi.us
Mr.	Stuart	Redpath	School Quality Consultant	sredpath2@troy.k12.mi.us
Mr.	Tony	Lucchi	Association President	teaprez@yahoo.com
Mrs.	Deborah	Rosenman	Teacher	DRosenman2@troy.k12.mi.us
Mrs.	Christin	Silagy	Teacher	CSilagy2@troy.k12.mi.us
Mrs.	Alicia	Wahls	Teacher	AWahls2@troy.k12.mi.us
Mr.	David	Corba	Community member	Corbad@macomb.edu
Mrs.	Charla	Lau	Teacher	CLau2@troy.k12.mi.us
Mrs.	Erin	Detmer	Teacher	edetmer2@troy.k12.mi.us
Ms.	Jessie	Allgeier	Counselor	jallgeier2@troy.k12.mi.us
Mr.	Allen	Gielegthem	Teacher	agielegthem2@troy.k12.mi.us
Mrs.	Carolyn	Brown	Teacher	cbrown2@troy.k12.mi.us
Mrs.	Danielle	Szachta	Teacher	dszachta2@troy.k12.mi.us
Mrs.	Greta	Gubbins	Teacher	ggubbins2@troy.k12.mi.us
Mrs.	Katie	Held	Teacher	kheld2@troy.k12.mi.us
Mrs.	Karen	Seeling	Teacher	kseeling2@troy.k12.mi.us
Mrs.	Lindsay	Long	Teacher	llong2@troy.k12.mi.us
Ms.	Michelle	Leonard	Teacher	mleonard2@troy.k12.mi.us
Mr.	Patrick	Werner	Teacher	pwner2@troy.k12.mi.us
Mr.	Scott	Francis	Teacher	sfrancis2@troy.k12.mi.us
Mrs.	Tracey	Kinney	Administrative Data Speci	tkinney2@troy.k12.mi.us
Mrs.	Renelle	Tolan	District	rtolan2@troy.k12.mi.us

			Accountant	
Mrs.	Stephanie	Acord	Principal	sacord@troy.k12.mi.us
Mrs.	Jessica	Ashley	Teacher	jashley2@troy.k12.mi.us
Ms.	Sreedevi	Bollavaram	Teacher	sbollavaram2@troy.k12.mi.us
Mrs.	Ellen	Cale	Reading Specialist	ecale2@troy.k12.mi.us
Mrs.	Merri Lynn	Colligan	Director of Technology	mcolligan@troy.k12.mi.us
Mrs.	Kristyn	Cubitt	Teacher	kcubitt2@troy.k12.mi.us
Mrs.	Jennifer	Deward	Teacher	jdeward@troy.k12.mi.us
Ms.	Lauren	Fragomeni	Teacher	lfragomeni2@troy.k12.mi.us
Mrs.	Ida	Edmunds	School Board Member	ida@edmundsfamily.com
Mrs.	Jennifer	Hilzinger	Parent	jenhilzinger@mac.com
Mrs.	Diane	Kocenda	Asst. Principal	dkocenda2@troy.k12.mi.us
Mr.	Nick	Kolbe	Teacher	nkolbe@troy.k12.mi.us
Ms.	Debra	MacDonald	Alt. Ed. Supervisor	dmacdonald2@troy.k12.mi.us
Mrs.	Betsy	Murphy	Teacher	bmurphy2@troy.k12.mi.us
Mrs.	Michelle	Slaviero	Teacher	mslaviero2@troy.k12.mi.us
Mrs.	Lori	Ulewicz	Teacher-Data Coordinator	lulewicz2@troy.k12.mi.us
Mrs.	Shawna	Veit	Supervisor - SpecialEduca	sveit@troy.k12.mi.us
Mrs.	Wendy	Wilcox	Teacher	wwilcox2@troy.k12.mi.us

***1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.***

The District Continuous Improvement Steering Committee, consisting of teachers, support staff, administrators, parents and community members has the task of overseeing the district mission, vision and goals and to set the direction for school improvement in the district.

The Continuous Improvement Team revisits its purpose and tasks yearly. The district team conducts roll-out meetings in September with stakeholder teams from each school. The time line for school improvement tasks and expectations for the buildings is presented, workshops on use of continuous improvement tools are conducted, buildings present on their strategies and activities designed to reach their goals and team work time is provided. These sessions are planned and conducted by members of the District Continuous Improvement Team.

The district team created a School Improvement Action Plan Template to be used by schools which requires buildings to keep "running records" of the activities used to create and accomplish their action plan. Schools are required to complete a midyear update on their progress towards their goals. The District Continuous Improvement Team reviews each school's plan mid-year update as do the level Assistant Superintendents. An Internal Review Process is used to monitor the progress of each Troy School on its School Improvement Plan. Teams of volunteers, teachers, support staff, administrators, parents, students and community members visit schools to review their plan and goal accomplishments and provide feedback on their status with regards to their School Action Plan. After the review, schools must complete a Reflection Statement that requires them to explain how they will use the feedback from the Internal Review visit. These Internal review visits are

conducted in May each year.

Also in May, the District Continuous Improvement Team sponsors a Student Learning Showcase. Schools create data boards highlighting their year's accomplishments. The event is attended by teachers and is open to the community.

The District Improvement Plan was completed by the District Continuous Improvement Team and monitored by that team's Overview Committee.

At the end of the 2011-12 school year, the District Continuous Improvement Team revisited its purpose and direction.

**2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.**

The Troy School District reviews curriculum and instruction yearly. Stakeholders are involved at all levels of curriculum development and textbook selection. Committees to review data, information and instructional practices consist of teachers and administrators. Some curricular areas such as Health also have parents and students on the committee. The Superintendent assesses the status of all curricular areas yearly. "Vision" meetings are held in the spring of the year at which administrators, directors, or department heads, with curriculum responsibilities, outline plans, including professional development, for the next year with the Superintendent. The process for reviewing curricula offerings and making curricula decisions in the Troy School District is as follows:

**INITIAL REVIEW:**

Review of current content expectations and state assessments

Review of research based literature and best practices in content area

Form study group from stakeholders

Review current practice in district and district vision and goals

Develop revised curriculum guide to include expectations and assessments

**SELECT AND REVIEW RESOURCES:**

Develop or refine district common assessments

Pilot and evaluate program and materials

Determine professional development needs for implementation

Project budget implications

Determine use of technology integration as a tool for learning

**IMPLEMENTATION:**

Provide program overview to target staff and administrators

Develop and offer professional development to support implementation

Support technology integration as tool for learning

**MONITORING:**

Collect data from district common assessments

Share and discuss data from state, district, and classroom assessments

**PROGRAM EVALUATION:**

Review data from state, district, and classroom assessments

Identify and celebrate successes

Identify areas for consideration

Protocols were revisited or developed for disaggregating, using and sharing data from district assessments, standardized testing and student and community surveys.

The Superintendent meets regularly with the Instructional Leadership Council. This council includes building and central office administrators as well as the directors of areas such as technology and special education. The goal of this group is to address issues regarding instruction and assessment and insure the integration of the curriculum throughout the district.

***3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.***

Student information and progress are shared with the community through an award winning website, a newsletter, a weekly e-mail newsletter sent to 12,000 family e-mail addresses and over 125 business and community members, the Superintendent's annual report to the Board which is also presented at each school building and published on the website, a cable station maintained by the district, teacher and building websites, and EDLINE, at the secondary schools, which is a web-based, real time progress reporting system accessible by both parents and students. The Superintendent also attends a monthly PTO Council made up of the Presidents of the building parent organizations. Representatives of the district sit on the Troy Business and Education Roundtable, an organization of educational, political and business leaders where cooperative ventures are planned and discussed.

Translators are provided when students register, at Parent Conferences, and at IEP/504 meetings when necessary. A number of district documents are translated into the predominant languages, other than English, spoken in Troy through TransACT.

A newsletter, produced by the District Continuous Improvement Team, is posted on the TSD website and sent to all TSD staff and to all homes and businesses registered to receive the weekly e-mail information from the district.

Through negotiations the district has added another day of parent conferences at the elementary and middle school levels.

# Statement of Non-Discrimination

## Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:

Jasen Witt, Assistant Superintendent - Human Resources

Address:

4400 Livernois Troy, Michigan, 48098

Telephone Number:

248-823-4023

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

## Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- District Board Policy on Parent Involvement
- Data on College Readiness
- All subgroup data over time

## Conclusion

### ***1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?***

The District Continuous Improvement Team regularly assesses the training that staff need to be able to successfully achieve the goals and strategies outlined in building School Improvement Action Plans and to support the District Improvement Plan. The District Continuous Improvement Team's Professional Development Committee collaborates with the Director of Instruction and Assessment to create meaningful activities that support building and district plans and teacher work. Quarterly district- wide learning sessions were created from this collaboration. Vertical and grade level meetings are held to promote collaboration and best practices.

We hold training sessions for teachers that address needs identified by buildings. Teams of teachers from each school participate.

Prior to school, all teachers will be offered training

A budget was established and is managed by the District Team to provide extra substitutes for the district and building teams to attend appropriate training and workshops related to the district and building goals and action plans.

### ***2. How has the institution integrated its available fiscal resources to support this school improvement plan?***

The district is providing resources to support continuous improvement activities in two ways: funds for substitutes for staff release to training programs as well as supporting the creation, interpretation, and storage of formative assessment data through technology solutions such as Pearson Inform and Mastery Manager. The district has identified strategies and activities that support building and district goals and made these a priority for district sponsored professional development. It has reallocated substitute budgets to increase the funds available at the building level.

Grants from the Troy Foundation, have been provided to teachers to support projects based on best practice and that are aligned to building and district goals.

Title I, II and III funds are used to supplement instruction and teacher training. In particular, efforts to provide systemic interventions for student support, provision for collaborative scoring of student work through common assessment initiatives, and continued focus on evidence based best practice. Job specific training activities provided to all Title I and ELL support staff will be continued during the 2011-12 school year.

Support materials and summer school activities for ELL and Title I eligible students are provided from both Titled and district funds.

### ***3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?***

The District Continuous Improvement Team uses and supports the use of technology at the building level to develop and monitor the School Improvement Action Plans in multiple ways. All users have individual e-mail accounts and collaboration and professional development occurs online using a MOODLE virtual learning environment system. Supplemental instruction for students also takes place through MOODLE.

Technology is a critical component for supporting and improving student achievement. Administrators and teachers are trained and updated yearly on use of the Pearson Inform data analysis system to examine student performance on multiple assessment measures, drilling down to achievement on each of the grade level content expectations. This analysis allows problem areas to be identified rapidly, and helps teachers and administrators intervene with struggling students earlier than before. Mastery Manager is a test scoring product for common assessments and coupled with the information from INFORM, a more complete picture of student

comprehension and achievement is provided than relying on exclusively previous year's high stakes test scores. The district also has classroom websites available for every teacher through the EDLINE hosting system which encourages communication with parents regarding homework, class activities and instruction, and grades. Grade books are also available electronically both at school and at home, enabling teachers to continually manage their record keeping. SMART Boards have been installed throughout the district and there are dedicated computer labs and laptop computer carts available at all schools for teacher use. A number of research based, web-based programs are used in the district such as READ 180(at the secondary schools), Understanding Math, Algebraic Thinking and Accelerated Reader. United Video Streaming is another example of widely used technology in our district.

The district will again in 2011-12 conduct an online survey of parents and MiPHy, a web based health survey, is administered to 7th, 9th, and 11th graders. The data from these surveys is used to inform instructional decisions.

Training is provided to staff in instructional strategies such as developing online learning opportunities(MOODLE), using "blogs" in the classroom, integrating Smart Boards into classroom instruction, creating quick formative assessments, and integrating video streaming into a lesson.

**GENERAL PUBLIC RELATIONS    K-1000**

**K-1003    PARENTAL/GUARDIAN INVOLVEMENT**

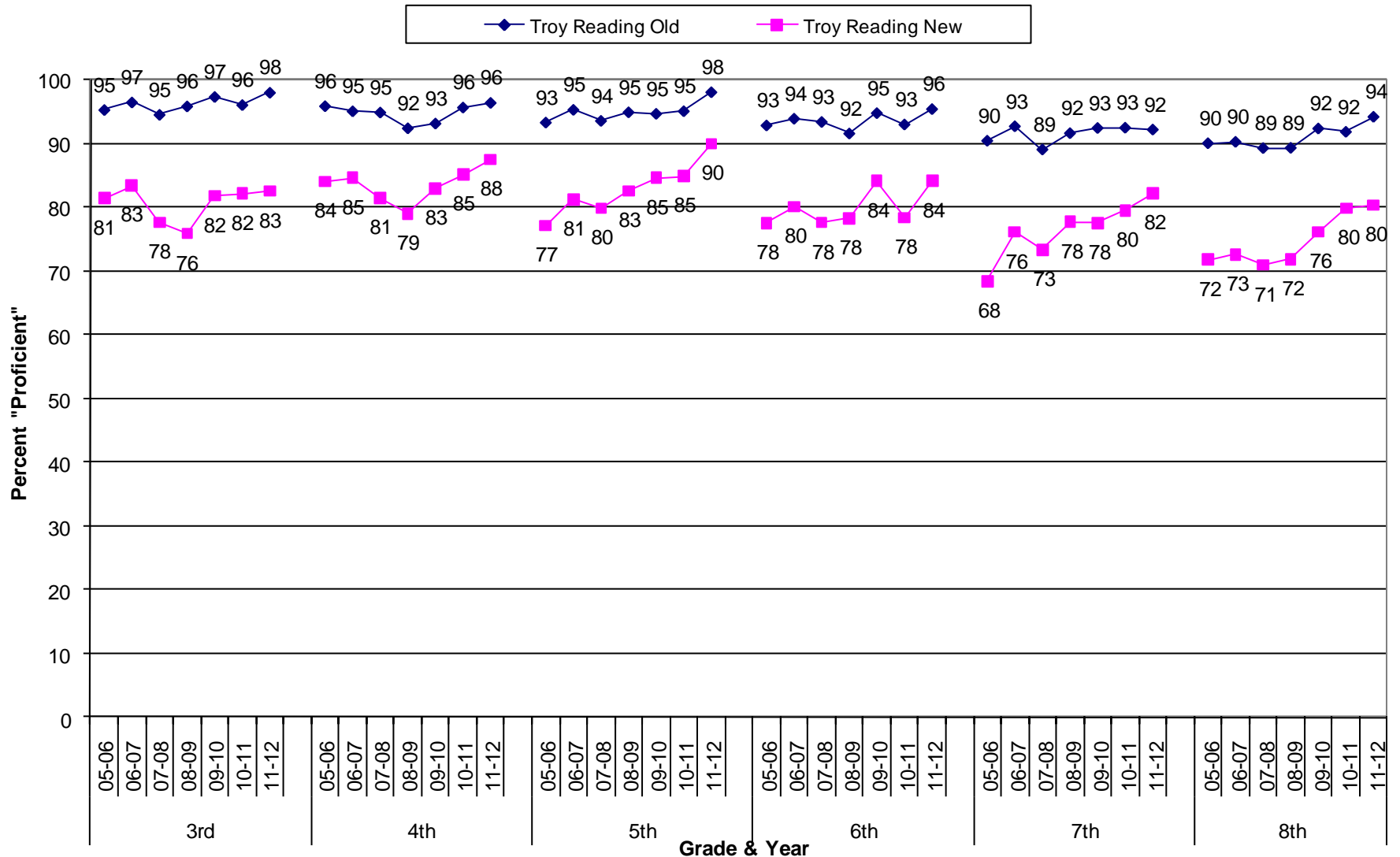
The Board of Education will comply with all state and federal laws, including all aspects of the No Child Left Behind Act of 2001.

Adopted:    December 7, 2004

# What have the trends been over the past 7 years in percent of students “Career And College Ready”?

## Reading

MEAP Reading 2005-06 - 2011-12

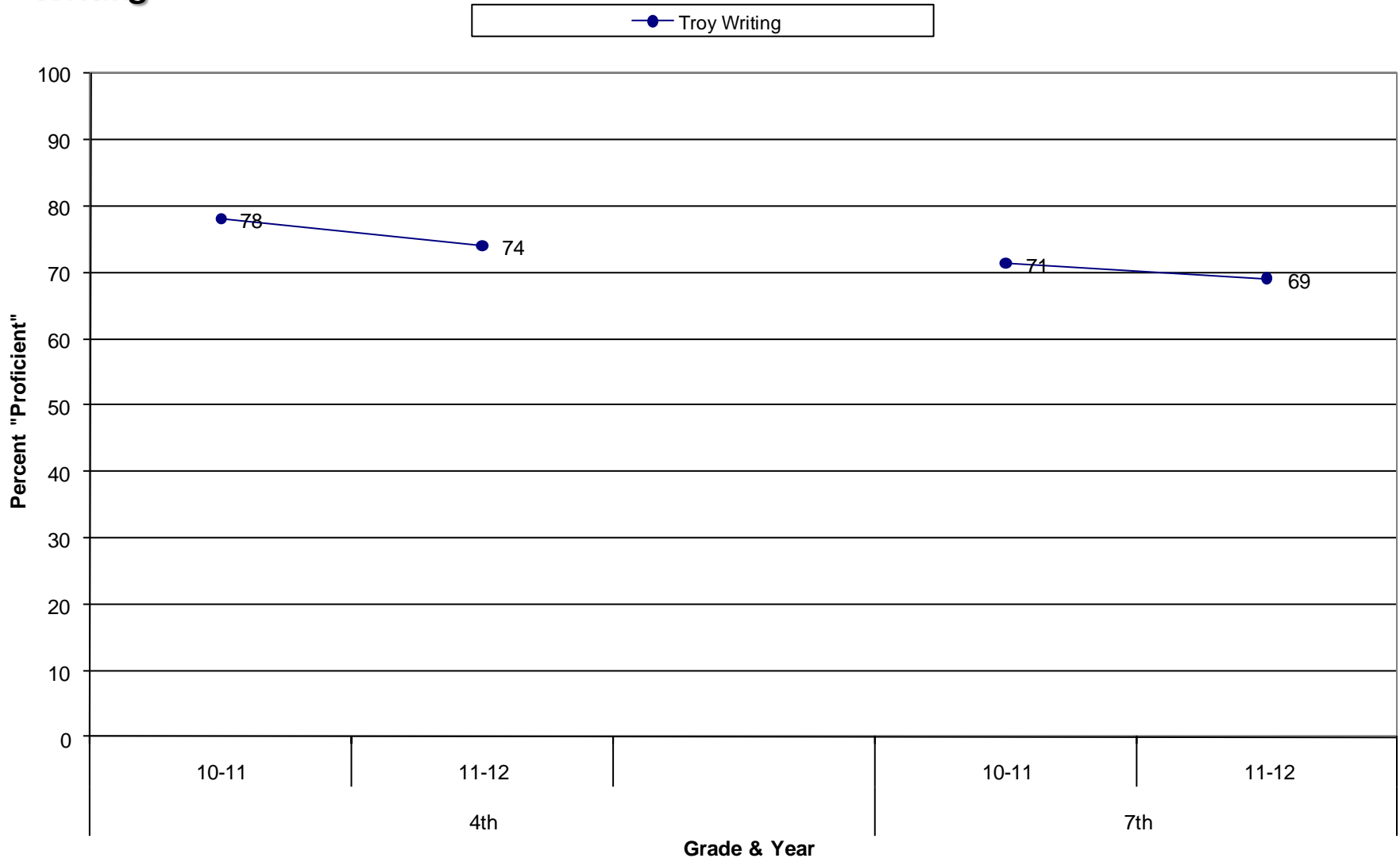


# What have the trends been over the past 7 years in percent of students

## “Career And College Ready”?

MEAP Writing 2010-11 - 2011-12 % Proficient

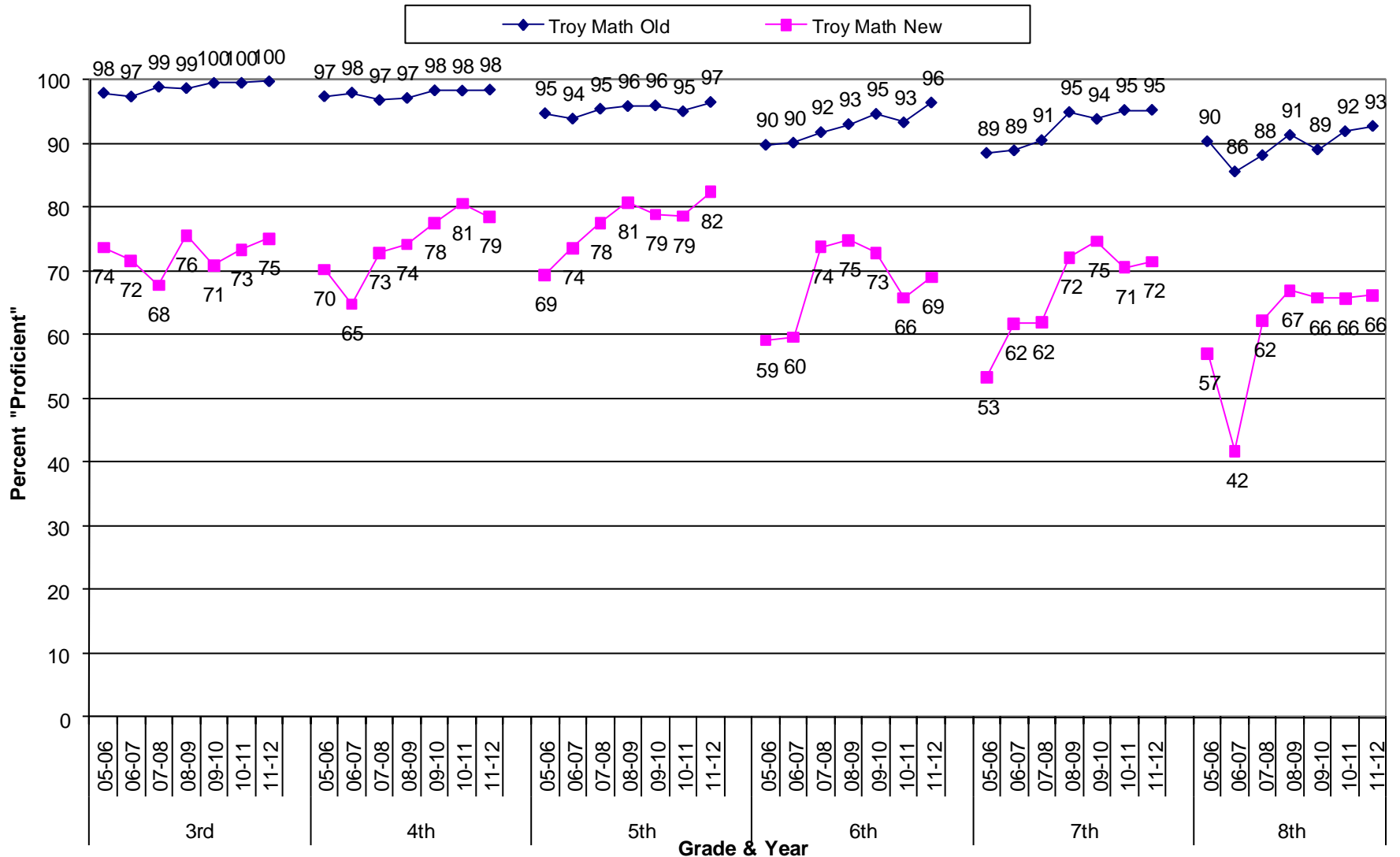
### Writing



# What have the trends been over the past 7 years in percent of students “Career And College Ready”?

## Math

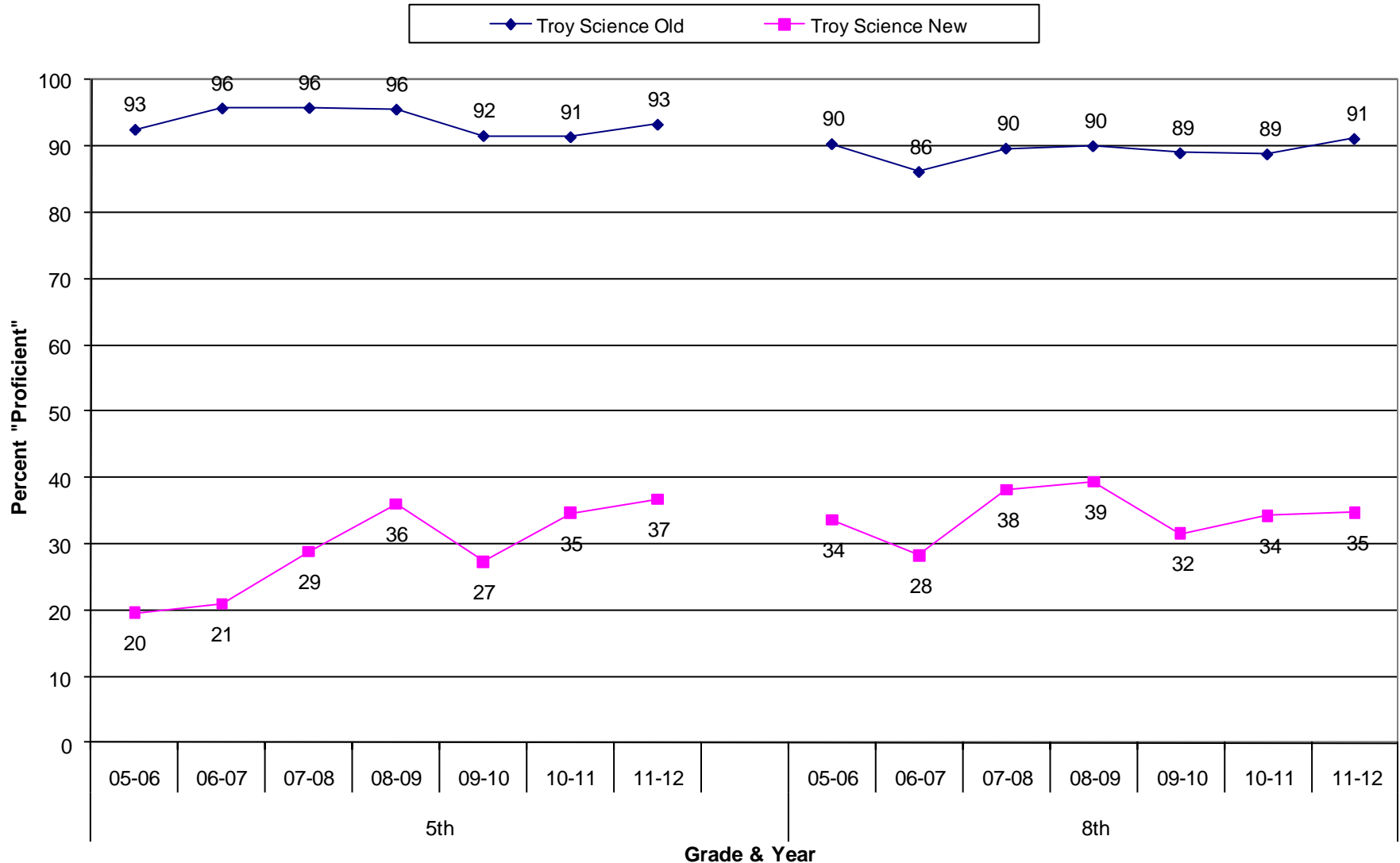
MEAP Math 2005-06 - 2011-12



# What have the trends been over the past 7 years in percent of students “Career And College Ready”?

## Science

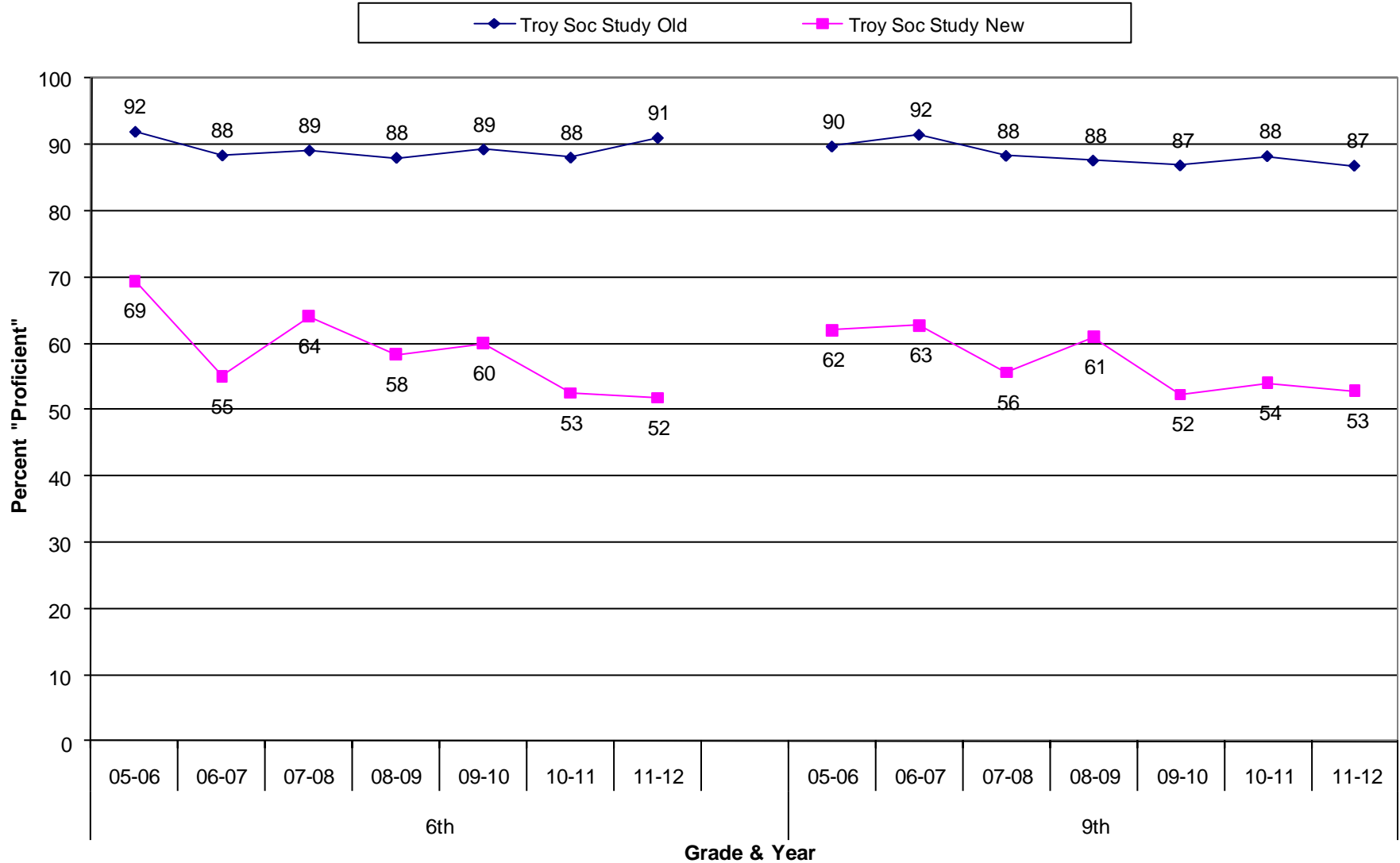
MEAP Science 2005-06 - 2011-12



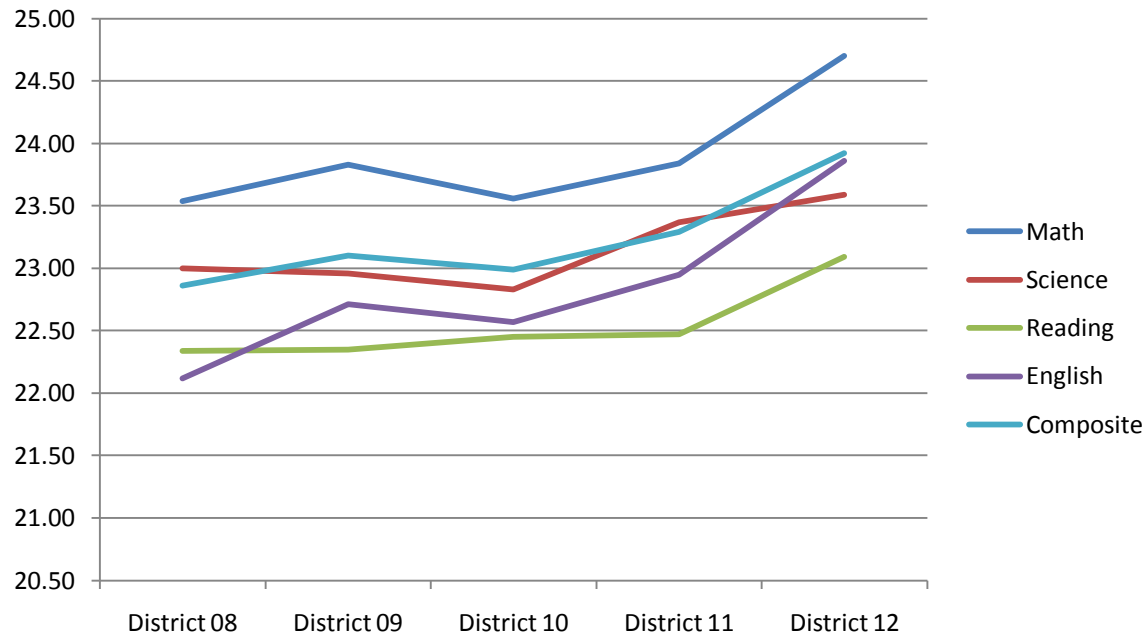
# What have the trends been over the past 7 years in percent of students "Career And College Ready"?

## Social Studies

MEAP Social Studies 2005-06 - 2011-12



# Troy School District ACT Scores



	<u>Math</u>	<u>Science</u>	<u>Reading</u>	<u>English</u>	<u>Composite</u>
District 08	23.54	23.00	22.34	22.12	22.86
District 09	23.83	22.96	22.35	22.71	23.10
District 10	23.56	22.83	22.45	22.57	22.99
District 11	23.84	23.37	22.47	22.95	23.29
District 12	24.70	23.59	23.09	23.86	23.92

			Reading 3-8								Math 3-8								8								Studies 6 &							
			05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12	
Troy	Gender	Female	80	83	80	79	84	84	87		63	61	68	73	73	71	73		25	24	30	35	25	31	34		67	58	58	56	53	50	49	
		Male (2749)	73	76	74	76	78	79	81		64	63	70	75	74	73	74		28	26	36	40	34	38	37		65	60	61	63	59	56	55	
Gap			-7	-7	-6	-3	-6	-4	-6		2	2	2	3	2	2	1		3	2	6	5	9	7	3		-2	2	3	7	6	7	6	
			Reading 3-8								Math 3-8								8								Studies 6 &							
			05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12	
	ED	Not ED	78	81	79	80	84	85	87		65	64	72	77	78	77	78		28	25	35	40	32	38	39		66	60	62	62	61	59	56	
		ED (647)	50	48	46	48	59	58	63		33	27	30	38	45	41	43		7	8	9	15	11	9	14		39	33	26	25	29	21	25	
Gap			-28	-33	-33	-32	-25	-28	-24		-33	-37	-43	-39	-33	-36	-34		-22	-17	-27	-25	-21	-29	-24		-27	-27	-36	-37	-32	-37	-31	
			Reading 3-8								Math 3-8								8								Studies 6 &							
			05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12	
	ELL	Not ELL	80	82	80	81	84	84	87		66	64	72	77	76	74	75		30	27	37	40	33	36	39		69	63	64	64	60	56	55	
		ELL (659)	55	60	47	44	60	48	62		48	49	48	50	59	49	60		7	4	4	8	6	4	12		30	19	17	15	19	14	18	
Gap			-25	-22	-33	-37	-24	-36	-26		-18	-15	-24	-26	-17	-26	-16		-22	-23	-33	-33	-26	-32	-27		-40	-44	-47	-49	-41	-42	-37	
			Reading 3-8								Math 3-8								8								Studies 6 &							
			05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12	
	IEP	w/o IEP	81	84	81	82	85	86	87		67	66	74	78	77	76	77		29	26	36	40	31	37	38		70	63	63	64	60	56	56	
		with IEP	30	32	29	31	41	38	50		21	20	25	32	31	30	35		4	6	7	13	9	7	8		19	15	18	17	17	17	15	
Gap			-51	-52	-52	-51	-44	-48	-37		-47	-47	-49	-46	-47	-46	-42		-25	-21	-30	-28	-22	-30	-30		-50	-48	-45	-47	-43	-39	-41	
			Reading 3-8								Math 3-8								8								Studies 6 &							
			05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12	
		All Students	77	80	77	78	81	82	84		64	62	69	74	73	72	74		27	25	34	38	30	34	36		66	59	60	60	56	53	52	
		African American (290)	48	54	51	54	56	60	61		28	30	34	39	36	34	40		5	5	7	15	3	6	16		36	36	20	28	31	24	22	
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			Reading 3-8								Math 3-8								8								Studies 6 &							
			05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12	
		All Students	77	80	77	78	81	82	84		64	62	69	74	73	72	74		27	25	34	38	30	34	36		66	59	60	60	56	53	52	
		Asian (1546)	87	89	87	87	89	91	91		82	81	87	89	90	91	91		37	35	47	52	42	48	53		79	71	72	73	72	69	65	
Gap			10	10	10	10	8	9	7		18	19	18	15	17	18	17		10	10	13	15	12	14	17		13	12	13	13	16	15	13	
			Reading 3-8								Math 3-8								8								Studies 6 &							
			05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12	
		All Students	77	80	77	78	81	82	84		64	62	69	74	73	72	74		27	25	34	38	30	34	36		66	59	60	60	56	53	52	
		Hispanic	72	70	69	69	60	65	78		46	40	51	60	53	53	56		7	3	21	32	26	29	28		50	41	43	37	25	32	33	
Gap			-4	-10	-8	-8	-21	-16	-6		-17	-22	-19	-14	-20	-19	-17		-20	-21	-12	-5	-3	-5	-8		-16	-18	-17	-23	-31	-21	-19	
			Reading 3-8								Math 3-8								8								Studies 6 &							
			05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12		05-06	06-07	07-08	08-09	09-10	10-11	11-12	
		All Students	77	80	77	78	81	82	84		64	62	69	74	73	72	74		27	25	34	38	30	34	36		66	59	60	60	56	53	52	
		White	75	78	75	76	80	80	84		60	58	66	72	70	68	69		26	24	31	34	27	31	30		64	57	60	58	54	51	51	
Gap			-1	-1	-2	-2	-1	-1	-1		-3	-4	-4	-2	-3	-4	-4		-1	-1	-3	-3	-3	-3	-5		-2	-2	0	-1	-2	-2	-1	