

# District Improvement Plan

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School Year: 2011 - 2012

District Name: Public Schools of Petoskey

ISD/RESA: Charlevoix-Emmet ISD

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

Superintendent: Dr. John Scholten

Building Code: 24070

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:	<b>Public Schools of Petoskey</b>
ISD/RESA:	<b>Charlevoix-Emmet ISD</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2,3,4,5,6,7,8,9,10,11,12</b>
District Code Number:	<b>24070</b>
City:	<b>Petoskey</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## **Vision Statement**

The Public Schools of Petoskey is a "Special Place for Everyone" with intentional focus to move from a good district to a great one.

## **Mission Statement**

The mission of the Public Schools of Petoskey is to advance the education and skills of all students in an equitable manner through the participation and involvement of students, staff, and the community.

## **Beliefs Statement**

The Public Schools of Petoskey is an improvement-minded district and is sustained through an ongoing focus on the needs of individuals and stakeholder groups. Our "Good to Great" plan uses data, research, professional development, multiple communication mechanisms, and collaboration teams as intertwined components. We are intent on optimal student outcomes through aligned curriculum, deliberate curriculum pacing, balanced assessments, appropriate interventions, exceptional instruction, and parental/guardian involvement. It is our firm belief that ALL students can and will learn at Public Schools of Petoskey through the many opportunities afforded them and the dedication of staff and families.

## Goals

Name	Development Status	Progress Status
Reading Proficiency	Complete	Open
Mathematics Proficiency	Complete	Open
Writing Proficiency	Complete	Open
Science Proficiency	Complete	Open
Social Studies Proficiency	Complete	Open

### Goal 1: Reading Proficiency

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in reading.

**Gap Statement:** Based upon a review of student achievement data and the percentage of students proficient on the latest MEAP and MME reading tests, 3rd through 11th grade students are 15% below the district target of 100% proficiency, with the district's SE subgroup at 39% below the 100% proficiency target.

**Cause for Gap:** Data analysis from MEAP/MME and supported by NWEA, DIBELS, DRA, and district common assessments has identified the following areas as the primary cause for the gap at the district level across all subgroups, K-11th. The gaps are caused by a lack of proficiency in the areas of Retelling (RCM), Summarizing (RCM), and Inferring (R22). (Administrator Walk-Through data also indicate that these areas are not being addressed in all classrooms with fidelity.)

**Multiple measures/sources of data you used to identify this gap in student achievement:** Measures utilized to identify this gap include:

MEAP- administered annually,

MME- administered annually,

NWEA- administered minimally one or more times per year within designated windows,

District Common Assessments- administered minimally once per marking period, District Writing Prompts- administered twice per year,

MLPP, DIBELS, DRA, etc.- administered a multiple times throughout the school year,

Perception Surveys- administered at least once per year, and

Teacher Observations- many times during the school day.

**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?** Teachers, administrators, the ISD literacy consultant, and paraprofessional staff will monitor progress via the same formative and interim measures used to identify the gaps and progress between yearly state testing periods. There will be an ongoing dialog of student needs, assessment data, and instructional strategies. Criteria for success on this reading goal will be to reach the following district targets of scaled-score means on the MEAP/MME by spring of 2012: 3rd = 344, 4th = 447, 5th = 544, 6th = 663, 7th = 737, 8th = 832, & 11th = 1120.

**Contact Name:** Lynn Slanec

**List of Objectives:**

Name	Objective
Increase Reading Proficiency	Third through 11th grade students will increase in reading proficiency by +3.71 points on scaled-score means provided through MEAP/MME testing in 2011-2012.

## 1.1. Objective: Increase Reading Proficiency

**Measurable Objective Statement to Support Goal:** Third through 11th grade students will increase in reading proficiency by +3.71 points on scaled-score means provided through MEAP/MME testing in 2011-2012.

**List of Strategies:**

Name	Strategy
Formative & Summative Assessments	Effective, research-based balanced assessments (formative and summative) will be employed by district staff so that all students master core reading standards.
Intervention	Effective, research-based interventions will be employed by district staff and volunteers so that all students master core reading standards.
Professional Collaboration	Effective, research-based professional collaboration will be employed by district staff so that all students master core reading standards.
Professional Development	Effective, research-based professional development will be employed by district staff so that all students master core reading standards.

### 1.1.1. Strategy: Formative & Summative Assessments

**Strategy Statement:** Effective, research-based balanced assessments (formative and summative) will be employed by district staff so that all students master core reading standards.

**Selected Target Areas**

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a

systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

### Other Required Information for Strategy

The use of formative and summative assessment data has shown to increase student achievement in reading:

1. Marzano, Pickering, & McTighe (1993) "Assessing student outcomes"
2. Stiggins (2004) "New assessment beliefs for a new school mission"
3. Samuels (2000) "Reading fluency: Its development and assessment"
4. Baccellieri (2010) "PLC: Using data in decision making to improve student learning"
5. Ainsworth & Viegut (2006) "Common formative assessment"

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Balanced Assessment Plan	2011-09-06	2012-06-08	Teachers Paraprofesionals District Administrators District Directors ISD Personnel

#### 1.1.1.1. Activity: Balanced Assessment Plan

**Activity Description:** Staff will increase the use of common assessments directly aligned by question to the GLCEs and HSCEs. It is important that these assessments be used for mastery learning and for stakeholders to reflect upon the results. Other types of district assessments (e.g., NWEA, MEAP, DIBELS, DRA, MLPP, etc.) will be analyzed (by grade level, department, building, building level, & district) within teams and PLCs in order to plan for specific student and teacher targets and interventions/preventions.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofesionals  
District Administrators  
District Directors  
ISD Personnel

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Supplemental assessments, parapro salaries/benefits, program materials,	Section 31 a	3,000.00	0.00
Supplemental assessments, parapro salaries/benefits, program materials,	General Funds	18,000.00	0.00

**1.1.2. Strategy: Intervention**

**Strategy Statement:** Effective, research-based interventions will be employed by district staff and volunteers so that all students master core reading standards.

**Selected Target Areas**

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

**Other Required Information for Strategy**

The implementation of RtI/DI intervention models have shown to increase student achievement in reading:

1. Marzano (2003) "What works in schools"
2. Fuchs & Fuchs (2005) "Responsiveness to intervention"
3. Schmoker (2009) "The opportunity: From brutal facts to the best schools we've ever had"
4. Torgerson, (2006) "The quality of systematic reviews of effectiveness in literacy learning in English: A 'tertiary' review"
5. Pigot & Barr (2000) "Designing pragmatic interventions"

6. Simonsen (2000) "Evidence based practices in classroom management"  
 7. McGlinchey (n.d.) "Differentiated reading block"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
RtI/DI Model	2011-09-06	2012-06-08	PLCs- teachers & paraprofessionals Building Administrators ISD Consultants Teaching & Learning Director SE Coordinator Technology Director

**1.1.2.1. Activity: RtI/DI Model**

**Activity Description:** Teachers, administrators, and paraprofessionals will focus collaborative efforts in all core subject areas on best-practice strategies in order to improve the performance of large groups, small groups, and individuals through a Response to Intervention model (RtI) that also incorporates differentiated instruction (DI) techniques in Tier #1. Other intervention actions will include online learning, blended classrooms, extended learning times, co-teaching, remediation labs, credit recovery, summer school, assistive technology, specialized software, supplemental materials, academic tutors/aides, prescriptive groupings, and specialized instruction.

**Planned staff responsible for implementing activity:** PLCs- teachers & paraprofessionals  
 Building Administrators  
 ISD Consultants  
 Teaching & Learning Director  
 SE Coordinator  
 Technology Director

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Inv, parapro staff sal/ben, pro dev /subs, materials, ext day/year	Title I Part A	169,500.00	0.00
Sup assess, parapro salaries/benefits, program materials	Section 31 a	156,034.00	0.00

**1.1.3. Strategy: Professional Collaboration**

**Strategy Statement:** Effective, research-based professional collaboration will be employed by district staff so that all students master core reading standards.

### Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

### Other Required Information for Strategy

The use of professional collaboration has shown to increase student achievement in reading:

1. Marzano (2003, 2005) "What works in schools"
2. Fullan (2005) "Leadership and sustainability"
3. Dufour (1997) "Moving toward the school as a learning community"
4. Bolman & Deal (1994) "Becoming a teacher leader"
5. McDaniel & Hunt (2008) "Peer to peer coaching"

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PLCs	2011-09-06	2012-06-08	Teachers Paraprofessionals District Administrators District Directors

#### 1.1.3.1. Activity: PLCs

**Activity Description:** The district will focus on collaborative units (e.g., school improvement teams, PLCs, Triads, teacher and administrative coaching, mentorships, etc.) to improve overall academic

performance by concentrating on curriculum standards/benchmarks and targeting best-practice strategies for specific students and subgroups identified through the RtI/DI process. This collaboration will involve data analysis, research, progress monitoring, and analysis of results in a continuous cycle of school improvement.

**Planned staff responsible for implementing activity:** Teachers  
 Paraprofessionals  
 District Administrators  
 District Directors

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional development (including PLCs), training materials, services to private school, substitut	Title II Part A	20,000.00	0.00
Professional development (including PLCs), training materials, services to private school, substitut	General Funds	18,000.00	0.00

### 1.1.4. Strategy: Professional Development

**Strategy Statement:** Effective, research-based professional development will be employed by district staff so that all students master core reading standards.

**Selected Target Areas**

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.
Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.
Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

### Other Required Information for Strategy

The use of targeted professional development has shown to increase student achievement in reading:

1. Dufour (1991) "The principal as staff developer"
2. Strickland & Alvermann (2004) "Improving literacy through professional development success and sustainability"
3. National Research Council of National Academies (2007) "Enhancing professional development for teachers: Potential uses on online technology"
4. Fielding & Barnsley (1997) "Explicit instruction"
5. Butler (2007) "Vocabulary development"

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Best Practice PD	2011-09-06	2012-06-08	Teachers Paraprofessionals Building Administrators District Directors ISD Personnel

#### 1.1.4.1. Activity: Best Practice PD

**Activity Description:** Through district and building-level administrators and staff, the district will promote specialized instruction and support best-practice research, coaching, and modeling from consultants and master teachers to enhance the skills of instructional components (e.g., differentiated learning, Universal Design for Learning, adaptive technology, etc.) This may occur through the payment of substitutes so that staff may attend seminars, visit other districts and schools, work in teacher teams (e.g., PLCs or Triads), take part in online learning, and obtain improved understanding and adaptations to unconventional learning needs or styles.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofessionals  
Building Administrators  
District Directors  
ISD Personnel

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional development (including PLCs), training materials, services to private school, substitut	Title II Part A	25,550.00	0.00
Parent/Staff trainings	Title II Part D	1,400.00	0.00

**Goal 2: Mathematics Proficiency****Content Area:** Math**Development Status:** Complete**Student Goal Statement:** All students will be proficient in mathematics.**Gap Statement:** Based upon a review of student achievement data and the percentage of students proficient on the latest MEAP and MME math tests, 3rd through 11th grade students are 16% below the district target of 100% proficiency, with the district's SE subgroup at 35% below the 100% proficiency target.**Cause for Gap:** Data analysis from MEAP/MME and supported by NWEA and district common assessments has identified the following areas as the primary cause for the gap at the district level across all subgroups, K-11th. The gaps were caused by a lack of proficiency in the areas of Numbers and Operations (NMR) and Rational Numbers (NFL) (primarily in the upper grade levels). Administrator Walk-Through data also indicate that more Tier II remediation efforts are being placed in the English Language Arts areas of reading and writing.**Multiple measures/sources of data you used to identify this gap in student achievement:** Measures utilized to identify this gap include:

MEAP- administered annually,

MME- administered annually,

NWEA- administered minimally one or more times per year within designated windows,

District Common Assessments- administered minimally once per marking period, Perception Surveys- administered at least once per year, and

Teacher Observations- many times during the school day.

**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?** Teachers, administrators, the ISD literacy consultant, and paraprofessional staff will monitor progress via the same formative and interim measures used to identify the gaps and progress between yearly state testing periods. There will be an ongoing dialog of student needs, assessment data, and instructional strategies. Criteria for success on this mathematics goal will be to reach the following district targets of scaled-score means on the MEAP/MME by spring of 2012: 3rd = 338, 4th = 441, 5th = 532, 6th = 632, 7th = 739, 8th = 831, & 11th = 1113.**Contact Name:** Lynn Slanec

**List of Objectives:**

Name	Objective
Increase Math Proficiency	Third through 11th grade students will increase in math proficiency by +3.85 points on scaled-score means provided through MEAP/MME testing in 2011-2012.

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## 2.1. Objective: Increase Math Proficiency

**Measurable Objective Statement to Support Goal:** Third through 11th grade students will increase in math proficiency by +3.85 points on scaled-score means provided through MEAP/MME testing in 2011-2012.

**List of Strategies:**

Name	Strategy
Formative & Summative Assessments	Effective, research-based balanced assessments (formative and summative) will be employed by district staff in order for all students to master core math standards.
Intervention	Effective, research-based interventions will be employed by district staff and volunteers in order for all students to master core math standards.
Professional Collaboration	Effective, research-based professional collaboration will be employed by district staff so that all students master core math standards.
Professional Development	Effective, research-based professional development will be employed by district staff in order for all students to master core math standards.

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### 2.1.1. Strategy: Formative & Summative Assessments

**Strategy Statement:** Effective, research-based balanced assessments (formative and summative) will be employed by district staff in order for all students to master core math standards.

**Selected Target Areas**

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school

and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

### Other Required Information for Strategy

The use of formative and summative assessment data has shown to increase student achievement in math:

1. Guskey & Bailey (2009) "Developing standards-based report cards"
2. Stiggins (2005) "Assessment FOR learning: Building a culture of confident learners"
3. Shute, Graf, & Hansen (2006) "Designing adaptive, diagnostic math assessments for individuals with and without disabilities"

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Balanced Assessment Plan	2011-09-06	2012-06-08	Teachers Paraprofessionals District Administrators District Directors ISD Personnel

#### 2.1.1.1. Activity: Balanced Assessment Plan

**Activity Description:** Staff will increase the use of common assessments directly aligned by question to the GLCEs and HSCEs. It is important that these assessments be used for mastery learning and for stakeholders to reflect upon the results. Other types of district assessments (e.g., NWEA, MEAP, DIBELS, DRA, MLPP, etc.) will be analyzed (by grade level, department, building, building level, & district) within teams and PLCs in order to plan for specific student and teacher targets and interventions/preventions.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofessionals  
District Administrators  
District Directors  
ISD Personnel

**Actual staff responsible for implementing activity:** Same as those planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Supplemental assessments, parapro salaries/benefits, program materials,	Section 31 a	3,000.00	0.00
Supplemental assessments, parapro salaries/benefits, program materials,	General Funds	5,400.00	0.00

**2.1.2. Strategy: Intervention**

**Strategy Statement:** Effective, research-based interventions will be employed by district staff and volunteers in order for all students to master core math standards.

**Selected Target Areas**

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

**Other Required Information for Strategy**

The implementation of RtI/DI intervention models have shown to increase student achievement in math:

1. DuFour, DuFour, Eaker, Karhanek (2004) "Whatever it takes: How a professional learning community responds when kids don't learn"
2. Baker (2007) "A synthesis of empirical research on teaching mathematics to low-achieving students"
3. Torgerson, Porthouse, Brooks, (2005) "A systematic review and meta-analysis of controlled trials evaluating interventions in adult literacy and numeracy"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
RtI/DI	2011-09-06	2012-06-08	PLCs- teachers & paraprofessionals District Administrators ISD Literacy Consultant Teaching & Learning Director Technology Director

**2.1.2.1. Activity: RtI/DI**

**Activity Description:** Teachers, administrators, and paraprofessionals will focus collaborative efforts in all core subject areas on best-practice strategies in order to improve the performance of large, groups, small groups, and individuals through a Response to Intervention model (RtI) that also incorporated differentiated instruction (DI) techniques in Tier #1. Other intervention actions will include online learning, blended classrooms, extended learning times, co-teaching, remediation labs, credit recovery, summer school, assistive technology, specialized software, leveled resources, and prescriptive groupings and instruction.

**Planned staff responsible for implementing activity:** PLCs- teachers & paraprofessionals  
District Administrators  
ISD Literacy Consultant  
Teaching & Learning Director  
Technology Director

**Actual staff responsible for implementing activity:** Same as planned

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Inv, parapro staff salaries/benefits, prof dev /substitutes,	Title I Part A	33,322.00	0.00
Supplemental assessments, parapro salaries/benefits, program materials,	Section 31 a	46,810.00	0.00

**2.1.3. Strategy: Professional Collaboration**

**Strategy Statement:** Effective, research-based professional collaboration will be employed by district staff so that all students master core math standards.

**Selected Target Areas**

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

**Other Required Information for Strategy**

The use of professional collaboration has shown to increase student achievement in math:

1. Elmore (2003) "Knowing the right thing to do: School improvement and performance-based accountability"
2. Kanold (2006) "The continuous improvement wheel of a professional learning community"
3. Lezotte (2005) "More effective schools: Professional learning communities in action"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PLCs	2011-09-06	2012-06-08	Teachers Paraprofessionals District Administrators District Directors

**2.1.3.1. Activity: PLCs**

**Activity Description:** The district will focus on collaborative units (e.g., school improvement teams, PLCs, Triads, teacher and administrative coaching, mentorships, etc.) to improve overall academic performance by concentrating on curriculum standards and benchmarks, targeting group strategies of best-practice for specific student and subgroups identified through the RtI/DI process. This collaboration

will involve data analysis, research, progress monitoring, and analysis of results.

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

Paraprofessionals

District Administrators

District Directors

**Actual staff responsible for implementing activity:** Same as planned

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Prof dev (inc PLCs), substitutes, and training materials	General Funds	5,400.00	0.00
Prof dev (inc PLCs), training materials, services to SFX, substitutes	Title II Part A	6,000.00	0.00

## 2.1.4. Strategy: Professional Development

**Strategy Statement:** Effective, research-based professional development will be employed by district staff in order for all students to master core math standards.

### Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

### Other Required Information for Strategy

The use of targeted professional development has shown to increase student achievement in math:

1. DuFour, Eaker, Ranells (1992) "School improvement and the art of visioning"
2. Newmann, King, & Youngs, (2000, April) "Professional development that addresses school capacity"
3. Loucks-Horsley, Love, Stiles, Mundry, & Hewson (2003) "Designing professional development for teachers of science and mathematics"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Best Practice PD	2011-09-06	2012-06-08	Teachers Paraprofessionals Building Administrators District directors ISD Personnel

**2.1.4.1. Activity: Best Practice PD**

**Activity Description:** Through district and building-level administrators and staff, the district will promote specialized instruction and support best-practice research, coaching, and modeling from consultants and master teachers to enhance the skills of instructional components (e.g., differentiated learning, Universal design, adaptive technology, etc.) This may occur through the payment of substitutes so that staff may attend seminars, visit other districts and schools, work in teacher teams (e.g., PLCs or Triads), take part in online learning, and improve understanding and adaptations to unconventional learning needs or styles.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofessionals  
Building Administrators  
District directors  
ISD Personnel

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent/Staff trainings	Title II Part D	420.00	0.00
Prof dev (including PLCs), training materials, services to SFX , subs	Title II Part A	7,665.00	0.00

**Goal 3: Writing Proficiency**

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in writing.

**Gap Statement:** Based upon a review of student achievement data and the percentage of students proficient on the latest MEAP and MME writing tests, 3rd through 11th grade students are 39% below the district target of 100% proficiency, with the district's SE subgroup at 84% below the 100% proficiency target.

**Cause for Gap:** Data analysis from MEAP/MME and supported by district common assessments has identified the following areas as the primary cause for the writing gap at the district level across all subgroups, K-11th. The gaps were caused by a lack of proficiency in the areas of Writing Process (WPR), Style (WPS), and Grammar (WGR).

**Multiple measures/sources of data you used to identify this gap in student achievement:** Measures utilized to identify this gap include:

MEAP- administered annually,

MME- administered annually,

NWEA- administered minimally one or more times per year within designated windows,

District Common Assessments- administered minimally once per marking period, District Writing Prompts- administered twice per year,

Perception Surveys- administered at least once per year, and

Teacher Observations- many times during the school day.

**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?** Teachers, administrators, the ISD literacy consultant, and paraprofessional staff will monitor progress via the same formative and interim measures used to identify the gaps and progress between yearly state testing periods. There will be an ongoing dialog of student needs, assessment data, and instructional strategies. Criteria for success on this writing goal will be to reach the following district targets of scaled-score means on the MEAP/MME by spring of 2012: 4th = 410, 7th = 711, & 11th = 1105.

**Contact Name:** Lynn Slanec

#### List of Objectives:

Name	Objective
Increase Writing Proficiency	Third through 11th grade students will increase in writing proficiency by +3.0 points on scaled-score means provided through MEAP/MME testing in 2011-2012.

### 3.1. Objective: Increase Writing Proficiency

**Measurable Objective Statement to Support Goal:** Third through 11th grade students will increase in writing proficiency by +3.0 points on scaled-score means provided through MEAP/MME testing in 2011-2012.

**List of Strategies:**

Name	Strategy
Formative & Summative Assessments	Effective, research-based balanced assessments (formative and summative) will be employed by district staff so that all students master core writing standards.
Intervention	Effective, research-based interventions will be employed by district staff and volunteers in order for all students to master core writing standards.
Professional Collaboration	Effective, research-based professional collaboration will be employed by district staff so that all students master core writing standards.
Professional Development	Effective, research-based professional development will be employed by district staff in order for all students to master core writing standards.

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### 3.1.1. Strategy: Formative & Summative Assessments

**Strategy Statement:** Effective, research-based balanced assessments (formative and summative) will be employed by district staff so that all students master core writing standards.

#### Selected Target Areas

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

#### Other Required Information for Strategy

The use of formative and summative assessment data has shown to increase student achievement in writing:

1. Mao (2007) "Use virtual peer review as an assessment and collaboration tool"
2. Stiggins (2005) "Assessment FOR learning: Building a culture of confident learners"
3. Guskey & Bailey (2009) "Developing standards-based report cards"
4. Gray (2002) "Assessing students' written projects"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Balanced Assessment Plan	2011-09-06	2012-06-08	Teachers Paraprofessionals District Administrators District Directors ISD Personnel

**3.1.1.1. Activity: Balanced Assessment Plan**

**Activity Description:** Staff will increase the use of common assessments directly aligned by question to the GLCEs and HSCEs. It is important that these assessments be used for mastery learning and for stakeholders to reflect upon the results. Other types of district assessments (e.g., NWEA, MEAP, DIBELS, DRA, MLPP, etc.) will be analyzed (by grade level, department, building, building level, & district) within teams and PLCs in order to plan for specific student and teacher targets and interventions/preventions.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofessionals  
District Administrators  
District Directors  
ISD Personnel

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Supplemental assessments, parapro salaries/benefits, program materials,	Section 31 a	3,000.00	0.00
Supplemental assessments, paraprofessional salaries/benefits, program materials,	General Funds	9,000.00	0.00

**3.1.2. Strategy: Intervention**

**Strategy Statement:** Effective, research-based interventions will be employed by district staff and volunteers in order for all students to master core writing standards.

### Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

### Other Required Information for Strategy

The implementation of RtI/DI intervention models have shown to increase student achievement in writing:

1. Mack & Bogart (2007) "Targeted help for tier 2"
2. Lindsey (2008) "Tier 2 behavioral interventions for at risk students"
3. Graham & Perin (2007) "Effective strategies to improve writing of adolescents in middle and high schools" (A Report to the Carnegie Corporation of New York)
4. Andrews, Torgerson, Low, & McGuin (2009) "Teaching argument writing to 7-14 year olds: An international review of the evidence of successful practice"

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
RtI/DI	2011-09-06	2012-06-08	PLCs- teachers & paraprofessionals District Administrators ISD Literacy Consultant Teaching & Learning Director Technology Director

#### 3.1.2.1. Activity: RtI/DI

**Activity Description:** Teachers, administrators, and paraprofessionals will focus collaborative efforts in all core subject areas on best-practice strategies in order to improve the performance of large, groups,

small groups, and individuals through a Response to Intervention model (RtI) that also incorporated differentiated instruction (DI) techniques in Tier #1. Other intervention actions will include online learning, blended classrooms, extended learning times, co-teaching, remediation labs, credit recovery, summer school, assistive technology, specialized software, new literacy texts/leveled books, and prescriptive groupings and instruction.

**Planned staff responsible for implementing activity:** PLCs- teachers & paraprofessionals  
 District Administrators  
 ISD Literacy Consultant  
 Teaching & Learning Director  
 Technology Director

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Inv, parapro sal/ben, prof dev/substitutes,	Title I Part A	83,716.00	0.00
Supplemental assessments, paraprofessional salaries/benefits, program materials,	Section 31 a	78,017.00	0.00

### 3.1.3. Strategy: Professional Collaboration

**Strategy Statement:** Effective, research-based professional collaboration will be employed by district staff so that all students master core writing standards.

**Selected Target Areas**

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.
Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.
Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that

research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

### Other Required Information for Strategy

The use of professional collaboration has shown to increase student achievement in writing:

1. McLaughlin & Talbert "(2006). "Building school-based teacher learning communities: Professional strategies to improve student achievement"
2. Sergiovanni (2005) "Strengthening the heartbeat: Leading and learning together in schools"
3. Reeves (2005) "Putting it all together: Standards, assessment, and accountability in successful professional learning communities"
4. Dufour (2003) "Building a professional learning community"

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PLCs	2011-09-06	2012-06-08	Teachers Paraprofessionals District Administrators District Directors

#### 3.1.3.1. Activity: PLCs

**Activity Description:** The district will focus on collaborative units (e.g., school improvement teams, PLCs, Triads, teacher and administrative coaching, mentorships, etc.) to improve overall academic performance by concentrating on curriculum standards/benchmarks and targeting best-practice strategies for specific students and subgroups identified through the RtI/DI process. This collaboration will involve data analysis, research, progress monitoring, and analysis of results in a continuous cycle of school improvement.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofessionals  
District Administrators  
District Directors

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional development (including PLCs), training materials, services to private school, substitut	Title II Part A	10,000.00	0.00
Professional development (including PLCs), training materials, services to private school, substitut	General Funds	9,000.00	0.00

**3.1.4. Strategy: Professional Development**

**Strategy Statement:** Effective, research-based professional development will be employed by district staff in order for all students to master core writing standards.

**Selected Target Areas**

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

**Other Required Information for Strategy**

The use of targeted professional development has shown to increase student achievement in writing:

1. Strickland & Alvermann (2004) "Improving literacy through professional development success and sustainability"
2. Gere, Dickinson, Orzulak, Moody (nd) "Taking initiative on writing: A guide for instructional leaders" (National Council of Teachers of English)
3. The College Board, the National Writing Project and Phi Delta Kappa International(2001) "Teachers are the center of education: Writing, learning, and leading in the digital age"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Best Practice PD	2011-09-06	2012-06-08	Teachers Paraprofessionals Building Administrators District directors ISD Personnel

**3.1.4.1. Activity: Best Practice PD**

**Activity Description:** Through district and building-level administrators and staff, the district will promote specialized instruction and support best-practice research, coaching, and modeling from consultants and master teachers to enhance the skills of instructional components (e.g., differentiated learning, Universal design, adaptive technology, etc.) This may occur through the payment of substitutes so that staff may attend seminars, visit other districts and schools, work in teacher teams (e.g., PLCs or Triads), take part in online learning, and improve understanding and adaptations for unconventional learning needs or styles.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofessionals  
Building Administrators  
District directors  
ISD Personnel

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent/Staff trainings	Title II Part D	700.00	0.00
Professional development (including PLCs), training materials, services to private school, substitut	Title II Part A	12,775.00	0.00

**Goal 4: Science Proficiency**

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in science.

**Gap Statement:** Based upon a review of student achievement data and the percentage of students proficient on the latest MEAP and MME science tests, 3rd through 11th grade students are 14% below the district target of 100% proficiency, with the district's SE subgroup at 39% below the 100% proficiency target.

**Cause for Gap:** Data analysis from MEAP/MME and supported by NWEA and district common assessments has identified the following areas as the primary cause for the science gaps at the district level across all subgroups, K-11th. The gaps were caused by a lack of proficiency in the areas of Forces and Motion (P3) and Matter (C 4 & 5). (Administrator qualitative data indicate that there may be less instructional time spent in these areas than on other HSCEs/GLCEs.)

**Multiple measures/sources of data you used to identify this gap in student achievement:** Measures utilized to identify this gap include:

MEAP- administered annually,  
 MME- administered annually,  
 NWEA- administered minimally one or more times per year within designated windows,  
 District Common Assessments- administered minimally once per marking period,  
 Perception Surveys- administered at least once per year, and  
 Teacher Observations- continual

**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?** Teachers, administrators, the ISD literacy consultant, and paraprofessional staff will monitor progress via the same formative and interim measures used to identify the gaps and progress between yearly state testing periods. There will be an ongoing dialog of student needs, assessment data, and instructional strategies. Criteria for success on this science goal will be to reach the following district targets of scaled-score means on the MEAP/MME by spring of 2012: 5th = 538, 8th = 834, & 11th = 1116.

**Contact Name:** Lynn Slanec

#### List of Objectives:

Name	Objective
Increase Science Proficiency	Third through 11th grade students will increase in (subject area) proficiency by +3.0 points on scaled-score means provided through MEAP/MME testing in 2011-2012.

## 4.1. Objective: Increase Science Proficiency

**Measurable Objective Statement to Support Goal:** Third through 11th grade students will increase in (subject area) proficiency by +3.0 points on scaled-score means provided through MEAP/MME testing in 2011-2012.

**List of Strategies:**

Name	Strategy
Formative & Summative Assessments	Effective, research-based balanced assessments (formative and summative) will be employed by district staff so that all students master core science standards.
Interventions	Effective, research-based interventions will be employed by district staff in order for all students to master core science standards.
Professional Collaboration	Effective, research-based professional collaboration will be employed by district staff so that all students master core science standards.
Professional Development	Effective, research-based interventions will be employed by district staff and volunteers so that all students master core science standards.

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### 4.1.1. Strategy: Formative & Summative Assessments

**Strategy Statement:** Effective, research-based balanced assessments (formative and summative) will be employed by district staff so that all students master core science standards.

#### Selected Target Areas

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

#### Other Required Information for Strategy

The use of formative and summative assessment data has shown to increase student achievement in science:

1. Marzano, Pickering, & McTighe (1993) "Assessing student outcomes"
2. Stiggins (2004) "New assessment beliefs for a new school mission"
3. Shiverdecker (2010) "Assessment to inform: Assessing both science content and science process skills"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Balanced Assessment Plan	2011-09-06	2012-06-08	Teachers Paraprofessionals District Administrators District Directors ISD Personnel

**4.1.1.1. Activity: Balanced Assessment Plan**

**Activity Description:** Staff will increase the use of common assessments directly aligned by question to the GLCEs and HSCEs. It is important that these assessments be used for mastery learning and for stakeholders to reflect upon the results. Other types of district assessments (e.g., NWEA, MEAP, DIBELS, DRA, MLPP, etc.) will be analyzed (by grade level, department, building, building level, & district) within teams and PLCs in order to plan for specific student and teacher targets and interventions/preventions.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofessionals  
District Administrators  
District Directors  
ISD Personnel

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Supplemental assessments, paraprofessional salaries/benefits, program materials,	Section 31 a	3,000.00	0.00
Supplemental assessments, paraprofessional salaries/benefits, program materials,	General Funds	1,800.00	0.00

**4.1.2. Strategy: Interventions**

**Strategy Statement:** Effective, research-based interventions will be employed by district staff in order for all students to master core science standards.

### Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

### Other Required Information for Strategy

The implementation of RtI/DI intervention models have shown to increase student achievement in science:

1. Mack & Bogart (2007) "Tier 2 behavioral interventions"
2. Guzzetti, Snyder, Glass, & Gamas (1993) "Promoting conceptual change in science: A comparative meta-analysis of instructional interventions from reading and science education"
3. Jimerson, Burns, & VanDerHeyden, Editors (2007) "Handbook of response to intervention: The science and practice of assessment and intervention"

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
RtI	2011-09-06	2012-06-08	PLCs- teachers & paraprofessionals Building Administrators ISD Literacy Consultants Teaching & Learning Director SE Coordinator Technology Director

#### 4.1.2.1. Activity: RtI

**Activity Description:** Teachers, administrators, and paraprofessionals will focus collaborative efforts in all core subject areas on best-practice strategies in order to improve the performance of large groups, small groups, and individuals through a Response to Intervention model (RtI) that also incorporates

differentiated instruction (DI) techniques in Tier #1. Other intervention actions will include online learning, blended classrooms, extended learning times, co-teaching, remediation labs, credit recovery, summer school, assistive technology, specialized software, supplemental materials, academic tutors/aides, prescriptive groupings, and specialized instruction.

**Planned staff responsible for implementing activity:** PLCs- teachers & paraprofessionals  
 Building Administrators  
 ISD Literacy Consultants  
 Teaching & Learning Director  
 SE Coordinator  
 Technology Director

**Actual staff responsible for implementing activity:** As planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Inv, parapro sal/ben, prof dev /subs	Title I Part A	11,727.00	0.00
Supplemental assessments, paraprofessional salaries/benefits, program materials,	Section 31 a	15,604.00	0.00

### 4.1.3. Strategy: Professional Collaboration

**Strategy Statement:** Effective, research-based professional collaboration will be employed by district staff so that all students master core science standards.

**Selected Target Areas**

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.
Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.
Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that

research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

### Other Required Information for Strategy

The use of professional collaboration and coaching has shown to increase student achievement in science:

1. Schmoker (2005) "Here and now: Improving teaching and learning"
2. Cotton (2000) "The schooling practices that matter most"
3. Dufour, Dufour, & Eaker (2008) "Revisiting professional learning communities at work"
4. Fler & Grace (2003) "Building a community of science learners through legitimate collegial participation"

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PLCs	2011-09-06	2012-06-08	Teachers Paraprofessionals District Administrators District Directors

#### 4.1.3.1. Activity: PLCs

**Activity Description:** The district will focus on collaborative units (e.g., school improvement teams, PLCs, Triads, teacher and administrative coaching, mentorships, etc.) to improve overall academic performance by concentrating on curriculum standards/benchmarks and targeting best-practice strategies for specific students and subgroups identified through the RtI/DI process. This collaboration will involve data analysis, research, progress monitoring, and analysis of results in a continuous cycle of school improvement.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofessionals  
District Administrators  
District Directors

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional development (including PLCs), training materials, services to private school, substitut	Title II Part A	2,000.00	0.00
Professional development (including PLCs), training materials, substitutes, etc.	General Funds	1,800.00	0.00

#### 4.1.4. Strategy: Professional Development

**Strategy Statement:** Effective, research-based interventions will be employed by district staff and volunteers so that all students master core science standards.

##### Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

##### Other Required Information for Strategy

The use of targeted professional development has shown to increase student achievement in science:

1. Logran & Wallace, Editors (2003) "Leadership and professional development in science: New possibilities for enhancing teacher learning"
2. Loucks-Horsley, Love, Stiles, Mundry, & Hewson (2003) "Designing professional development for teachers of science and mathematics"
3. Guskey (2003) "Analyzing lists of the characteristics of effective professional development to promote visionary leadership"
4. Nuthall (1999) "The way students learn: Acquiring knowledge from an integrated science and social studies unit"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Best Practice PD	2011-09-06	2012-06-08	Teachers Paraprofessionals Building Administrators District directors ISD Personnel

**4.1.4.1. Activity: Best Practice PD**

**Activity Description:** Through district and building-level administrators and staff, the district will promote specialized instruction and support best-practice research, coaching, and modeling from consultants and master teachers to enhance the skills of instructional components (e.g., differentiated learning, Universal design, adaptive technology, etc.) This may occur through the payment of substitutes so that staff may attend seminars, visiting other districts and schools, working in teacher teams (e.g., PLCs or Triads), taking part in online learning, and improved understanding and adaptations for unconventional learning needs or styles.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofessionals  
Building Administrators  
District directors  
ISD Personnel

**Actual staff responsible for implementing activity:** Same as planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent/Staff trainings (	Title II Part D	140.00	0.00
Professional development (including PLCs), training materials, services to private school, substitut	Title II Part A	2,555.00	0.00

**Goal 5: Social Studies Proficiency**

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in social studies.

**Gap Statement:** Based upon a review of student achievement data and the percentage of students proficient on the latest MEAP and MME social studies tests, 3rd through 11th grade students are 11% below the district target of 100% proficiency, with the district's SE subgroup at 52% below the 100% proficiency target.

**Cause for Gap:** Data analysis from MEAP/MME and supported by district common assessments has identified the following areas as the primary cause for the social studies gaps at the district level across all subgroups, 5th-11th. The gaps were caused by a lack of proficiency in the areas of Civics and Economics.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Measures utilized to identify this gap include:

MEAP- administered annually,

MME- administered annually,

District Common Assessments- administered minimally once per marking period, Perception Surveys- administered at least once per year, and

Teacher Observations- continual

**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?** Teachers, administrators, the ISD literacy consultant, and paraprofessional staff will monitor progress via the same formative and interim measures used to identify the gaps and progress between yearly state testing periods. There will be an ongoing dialog of student needs, assessment data, and instructional strategies. Criteria for success on this social studies goal will be to reach the following district targets of scaled-score means on the MEAP/MME by spring of 2012: 6th = 623, 9th = 929, & 11th = 1134.

**Contact Name:** Lynn Slanec

#### List of Objectives:

Name	Objective
Increase Social Studies Proficiency	Third through 11th grade students will increase in social studies proficiency by +3.3 points on scaled-score means provided through MEAP/MME testing in 2011-2012.

## 5.1. Objective: Increase Social Studies Proficiency

**Measurable Objective Statement to Support Goal:** Third through 11th grade students will increase in social studies proficiency by +3.3 points on scaled-score means provided through MEAP/MME testing in 2011-2012.

#### List of Strategies:

Name	Strategy
Formative & Summative Assessments	Effective, research-based balanced assessments (formative & summative) will be employed by district staff so that all students master core social studies standards.
Interventions	Effective, research-based interventions will be employed by district staff and volunteers so that all students master core social studies standards.

Professional Collaboration	Effective, research-based professional collaboration will be employed by district staff so that all students master core social studies standards.
Professional Development	Effective, research-based professional development will be employed by district staff so that all students master core social studies standards.

### 5.1.1. Strategy: Formative & Summative Assessments

**Strategy Statement:** Effective, research-based balanced assessments (formative & summative) will be employed by district staff so that all students master core social studies standards.

#### Selected Target Areas

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

#### Other Required Information for Strategy

The use of formative and summative assessment data has shown to increase student achievement in social studies:

1. Marzano, Pickering, McTighe (1993) "Assessing student outcomes"
2. Stiggins (2005) "Assessment FOR learning: Building a culture of confident learners"
3. Guskey & Bailey (2001) "Developing grading and reporting systems for student learning"
4. Guskey & Bailey (2003) "Presentation digest: Developing grading and reporting systems for student learning"

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Balanced Assessment Plan	2011-09-06	2012-06-08	Teachers Paraprofessionals District Administrators District Directors ISD Personnel

### 5.1.1.1. Activity: Balanced Assessment Plan

**Activity Description:** Staff will increase the use of common assessments directly aligned by question to the GLCEs and HSCEs. It is important that these assessments be used for mastery learning and for stakeholders to reflect upon the results. Other types of district assessments (e.g., NWEA, MEAP, DIBELS, DRA, MLPP, etc.) will be analyzed (by grade level, department, building, building level, & district) within teams and PLCs in order to plan for specific student and teacher targets and interventions/preventions.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofessionals  
District Administrators  
District Directors  
ISD Personnel

**Actual staff responsible for implementing activity:** As planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplemental assessments, paraprofessional salaries/benefits, program materials,	Section 31 a	3,000.00	0.00
Supplemental assessments, paraprofessional salaries/benefits, program materials,	General Funds	1,800.00	0.00

### 5.1.2. Strategy: Interventions

**Strategy Statement:** Effective, research-based interventions will be employed by district staff and volunteers so that all students master core social studies standards.

#### Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their

contributions to the collective result.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

### Other Required Information for Strategy

The implementation of RtI/DI intervention models have shown to increase student achievement in social studies:

1. Marzano (2003) "What works in schools"
2. Levstik & Tyson (2008) "Research in social studies education"
3. Shanahan (2010, Webinar) "What social studies teachers can do to help all students understand (and like) history"

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
RtI	2011-09-06	2012-06-08	PLCs- teachers & paraprofessionals Building Administrators ISD Literacy Consultants Teaching & Learning Director SE Coordinator Technology Director

#### 5.1.2.1. Activity: RtI

**Activity Description:** Teachers, administrators, and paraprofessionals will focus collaborative efforts in all core subject areas on best-practice strategies in order to improve the performance of large groups, small groups, and individuals through a Response to Intervention model (RtI) that also incorporates differentiated instruction (DI) techniques in Tier #1. Other intervention actions will include: online learning, blended classrooms, extended learning times, co-teaching, remediation labs, credit recovery, summer school, assistive technology, specialized software, supplemental materials, academic tutors/aides, prescriptive groupings, and specialized instruction.

**Planned staff responsible for implementing activity:** PLCs- teachers & paraprofessionals  
Building Administrators  
ISD Literacy Consultants  
Teaching & Learning Director  
SE Coordinator  
Technology Director

**Actual staff responsible for implementing activity:** As planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Inv, parapro sal/ben, prof dev /subs	Title I Part A	11,727.00	0.00
Supplemental assessments, paraprofessional salaries/benefits, program materials,	Section 31 a	15,603.00	0.00

### 5.1.3. Strategy: Professional Collaboration

**Strategy Statement:** Effective, research-based professional collaboration will be employed by district staff so that all students master core social studies standards.

**Selected Target Areas**

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.
Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.
Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.
Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

**Other Required Information for Strategy**

The use of professional collaboration and coaching has shown to increase student achievement in social studies:

1. Marzano (2003, 2005) "What works in schools"
2. Fullan (2005) "Leadership and sustainability: System thinkers in action"
3. Eaker, Dufour, & Dufour ((2007) "A leader's companion: inspiration for professional learning communities at work"
4. Schmoker (2004) "Learning communities at the crossroads"

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PLCs	2011-09-06	2012-06-08	Teachers Paraprofessionals District Administrators District Directors

### 5.1.3.1. Activity: PLCs

**Activity Description:** The district will focus on collaborative units (e.g., school improvement teams, PLCs, Triads, teacher and administrative coaching, mentorships, etc.) to improve overall academic performance by concentrating on curriculum standards/benchmarks and targeting best-practice strategies for specific students and subgroups identified through the RtI/DI process. This collaboration will involve data analysis, research, progress monitoring, and analysis of results in a continuous cycle of school improvement.

**Planned staff responsible for implementing activity:** Teachers  
Paraprofessionals  
District Administrators  
District Directors

**Actual staff responsible for implementing activity:** As planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development (including PLCs), training materials, , substitutes, etc.	General Funds	1,800.00	0.00
Professional development (including PLCs), training materials, services to private school, substitut	Title II Part A	2,000.00	0.00

### 5.1.4. Strategy: Professional Development

**Strategy Statement:** Effective, research-based professional development will be employed by district staff so that all students master core social studies standards.

### Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

### Other Required Information for Strategy

The use of targeted professional development has shown to increase student achievement in social studies:

1. Dufour (1991) "The principal as staff developer"
2. Louis, Krause & Marks (1996) "Putting teachers at the center of reform"
3. Darling-Hammond (2001) "The right to learn"
4. Nuthall (1999) "The way students learn: Acquiring knowledge from an integrated science and social studies unit"

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Best Practice PD	2011-09-06	2012-06-08	Teachers Paraprofessionals Building Administrators District Directors ISD Personnel

#### 5.1.4.1. Activity: Best Practice PD

**Activity Description:** Through district and building-level administrators and staff, the district will promote specialized instruction and support best-practice research, coaching, and modeling from consultants and master teachers to enhance the skills of instructional components (e.g., differentiated

learning, Universal design, adaptive technology, etc.) This may occur through the payment of substitutes so that staff may attend seminars, visiting other districts and schools, working in teacher teams (e.g., PLCs or Triads), taking part in online learning, and improved understanding and adaptations for unconventional learning needs or styles.

**Planned staff responsible for implementing activity:** Teachers  
 Paraprofessionals  
 Building Administrators  
 District Directors  
 ISD Personnel

**Actual staff responsible for implementing activity:** As planned....

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent/Staff trainings	Title II Part D	140.00	0.00
Professional development (including PLCs), training materials, services to private school, substitut	Title II Part A	2,555.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title II Part D	\$2,800.00	\$0.00
Title II Part A	\$91,100.00	\$0.00
Section 31 a	\$327,068.00	\$0.00
General Funds	\$72,000.00	\$0.00
Title I Part A	\$309,992.00	\$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: *Through the technology committee, 2010-2012 needs included:*

- 1. Continued updating of computers in the main labs of all buildings for equitable access*
- 2. Data projectors in all classrooms*
- 3. Continued updating of computers throughout for staff members- including paraprofessionals that work directly in Tier II interventions*
- 4. Geek carts in all schools so that teachers have access to other online venues and guest speakers for PD opportunities*

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: *Through the technology committee and the district school improvement team (TLC), these areas were deemed necessary:*

- 1. Online credit recovery lab & curriculum providers (e.g., Nova Net & OdysseyWare)*
- 2. Inclusion of software for remediation/extension purposes (e.g., SuccessMaker, TimezAttack along with other math operation software from the same company, A-Z, RAZ Kids, etc.)*
- 3. Adaptive technology to help students access texts and teachers to differentiate based upon learning styles and readability*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments: *Technology use is an integral part of all courses K-12th. We also have a K-8th curriculum plan (by grade level) that is taught throughout the district. The high school has advanced technology courses that also provide Early College credits.*

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

*Comments: As stated in the earlier question, our K-8th curriculum provides opportunities for students to learn and refine skills and then to utilize these skills for research, projects, writing, and to meet a variety of classroom objectives. Our K-5th classroom teachers also teach technology courses along with our media aides to further blend the students' technology literacy and instructional programming.*

## 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
Dr.	John	Scholten	Superintendent	scholten.jp.m@petoskeyschools.org
Mrs.	Julie	Bergmann	HS Asst. Principal	bergmann.jm.m@petoskeyschools.org
Ms.	Tracy	Deering	5th Grade-Ottawa	deering.td.t@petoskeyschools.org
Mrs.	Jean	Dell	5th Grade-Central	dell.jl.t@petoskeyschools.org
Mr.	Joel	Donaldson	Principal-Sheridan	donaldson.jjb.m@petoskeyschools.org
Mrs.	Ruth	Goldsmith	Principal-Ottawa	goldsmith.ri.m@petoskeyschools.org
Mr.	Dave	Gracy	MS Principal	gracy.de.m@petoskeyschools.org
Mrs.	Jennifer	Greer	1st Grade-Central	greer.jm.t@petoskeyschools.org
Mrs.	Kolleen	Homuth	Knd- Ottawa	homuth.km.t@petoskeyschools.org
Mrs.	Jennifer	Jess	2nd- Sheridan	jess.jm.t@petoskeyschools.org
Mrs.	Lynette	Johnson	Paraprofessional	johnson.lj.u@petoskeyschools.org
Mr.	Jim	Kanine	HS Principal	kanine.jj.m@petoskeyschools.org
Mrs.	Diana	Konkus	Admin. Assistant	konkus.dj.y@petoskeyschools.org
Mrs.	Mary	Ling	School Board Member	mbling24@gmail.com
Mrs.	Patti	Loper	ISD Lit Consult & Parent	loperp@charemisd.org
Ms.	Susan	Michael	3rd Grade-Lincoln	michael.sm.t@petoskeyschools.org
Mr.	Steve	Neal	Director of Technology	neal.sw.m@petoskeyschools.org
Mrs.	Susie	Redder	1st Grade-Lincoln	redder.ss.t@petoskeyschools.org
Mrs.	Lynn	Slanec	Director -Teach & Learn	slanec.tl.m@petoskeyschools.org
Mrs.	Karen	Starkey	HS- Counselor	starkey.kd.t@petoskeyschools.org
Mr.	Dan	Taylor	MS Asst. Principal	taylor.dc.m@petoskeyschools.org
Mr.	Thomas	VanDeventer	Principal-Lincoln	vandeventer.tl.m@petoskeyschools.org
Mrs.	Lynn	Whitfield	2nd Grade-Ottawa	whitfield.lm.t@petoskeyschools.org

Mrs.	Kathy	Reed	Parent	pandkreed@voyager.net
Mr.	Russell	Carpenter	Montessori House	russell@petoskeymontessori.org
Mrs.	Ami	Dionne	8th Grade-Middle School	dionne.am.t@petoskeyschools.org
Mr.	Matthew	Henning	Title VII Coordinator	henning.mp.u@petoskeyschools.org.
Mrs.	Robin	Ingalls	7th Grade-Middle School	ingalls.rj.t@petoskeyschools.org
Mr.	Cal	Prins	Central-Principal	prins.cx.m@petoskeyschools.org
Mrs.	Jennifer	Smith	Parent/PALS	smith.jb.u@petoskeyschools.org

**1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.**

Although each building has its own school improvement team and follows a similar format (i.e., Building-Level Teaching and Learning Committees or B-TLCs), the primary decision-making body for the district is the District Teaching and Learning Committee (D-TLC). This committee has a chairperson and is comprised of lower, middle, and upper grade-level teachers, all building administrators, representatives from each B-TLC, the Superintendent, a Board of Education member, the ISD literacy coach, the Teaching & Learning Director, the Director of Technology, counselors, the 504/McKinney-Vento Liaison, the Special Education Director, paraprofessionals, parents, and community members. (When appropriate, the D-TLC also includes student government liaisons.)

The D-TLC initiates a leadership role (through each member's voice) by studying district data. Student achievement data is pulled from a variety of sources (e.g., MEAP, MME, NWEA, DIBLES, MLPP/DRA, District Writing Prompts, etc.) and is reviewed longitudinally and in a triangulated manner by grade level, district level, and subgroups. Likewise, there is a compilation and analysis of data that includes demographics, stakeholder perceptions, and parental/community involvement.

After gaining a perspective of the district from the present and previous years, the group determines specific needs, goals, and strategies that are appropriate to address the achievement gaps and perceptual concerns of the students, staff, and community. There is also an emphasis to re-evaluate the District Assessment Plan on an annual basis to obtain the most necessary, real-time information, including common assessment plans.

The comprehensive needs assessment (& LEAPC) is an ongoing process throughout the school year. Therefore, this group meets approximately seven times a year with a month between each meeting date, beginning in September and ending in May. During these meetings, the D-TLC continues to review student achievement data, B-TLC progress, MDE's School Improvement Process, perception data, programming (e.g., Title I, enrichment), processes (e.g., the intervention model- RtI, professional learning communities- PLCs, etc.), and materials, such as textbooks and other resources.

The D-TLC body is a decision-making and monitoring unit that decides district goals, assessment plans/tools, PLC work during professional development, and communication plans/instruments so that relevant information flows to and from the D-TLC to building levels and to the Board of Education.

**2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how**

***all stakeholders are involved in the process.***

Professional development opportunities (for teachers, administrators, paraprofessionals, and parents), PLC teaming times, TLC meetings, administrative meetings, and state level conferences are developed and implemented to tie together current Michigan standards, benchmarks, grade level expectations, and student achievement data. These are then linked to current school improvement goals, along with future district achievement targets that have a trajectory reaching 100% student proficiency in all core areas by 2013.

At the building level (B-TLC), there are committees that oversee student progress in each goal area. The committees meet at least on a trimester basis and make suggestions for strategies to augment the curriculum and increase teaching effectiveness and learning.

The district has been reviewing Marzano's work on best-practice instruction and the McREL studies. Two of our principals have been involved in a two-year, leadership training involving these studies. There has also been a great deal of effort and thought put into exceptional instruction at the PLC and building levels and supported through Administrator observations and learning walks (i.e., Walk Throughs).

***3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.***

Public Schools of Petoskey publishes and furnishes an annual report that is also a school report/calendar to parents and businesses. The calendar outlines important dates of school events, and it also includes areas such as: AYP, School Report Cards, percentage of students tested by school & subgroup, attendance rates, graduation rates, administrative and board names and contact information, parent involvement statistics, specialized programming, school improvement progress by building, MEAP & MME results for the last two years by subgroups & main groups (by proficiency levels), ACT composite scores, Advance Placement results, dual enrollment figures, national merit scholars, career-tech programming and numbers enrolled, building mission statements, teacher certification, teaching degrees, highly qualified percentage, and a district financial profile. This calendar, also in an electronic format, is available to the public on our TLC website at: <http://www.petoskeyschools.org/tlc/>.

In addition, there are multiple face-to-face and written formats for conversations and communication to occur at PTO and parent meetings/nights, through phone and email conversations (including PowerSchool), by newsletters, in newspaper articles, and the use of Friday Folders (elementary level only).

# 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:	Lynn Slanec, Ed.S.
Address:	1130 Howard Street, Petoskey, MI, 49770
Telephone Number:	231-348-2352

## 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

## Conclusion

### ***1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?***

Collaborative units (e.g., school improvement teams, PLCs, TRIADS, teacher-coaches, mentors/mentees, etc.) and other professional development efforts (e.g., conferences, speakers, ISD presenters, etc.) will focus on the core areas of reading, writing, math, science, and social studies in connection with Michigan's associated state standards and the national Common Core standards, including benchmarks and grade level content areas, in order to improve overall district and student-by-student academic proficiency. Efforts will specifically target "at risk" individuals identified through the Response to Intervention (RtI) process and our most needy subgroups, especially our special education population. This is a continual process that involves progress monitoring and further data analysis (both quantitative and qualitative).

Specific professional development needs include:

1. the use and better understanding of formative and common assessments
2. differentiation to personalize content and methods of instructional delivery
3. technology and blended (online & face-to-face) instruction to enhance learning and 21st century skills
4. maintain PLC time (6-8 times per year) to continue specific data analysis and strategy implementation and diagnosis
5. gather, analyze, and strengthen the use of multiple types of data (Inform, MEAP, MME, DIBELS, MLPP, Data4SS, NWEA, surveymonkey.com, etc.) and the technology to use for easy of analysis
6. share human capacity within our district and the ISD
7. define and set a more specific process for RtI development and use content specific programming
8. delve deeper into the effects of teacher feedback for increased learning
9. Common Core Curriculum that embeds literacy, math (problem solving), and argumentative thinking/speaking/writing across disciplines
10. research-based instructional practices to guide improved learning for ALL
11. communication plans and better networking with parents & the community
12. high school credit recovery that works best in our environment
13. student and parent-friendly "I Can" statements
14. standards-based teaching, learning, and reporting

### ***2. How has the institution integrated its available fiscal resources to support this school improvement plan?***

The district believes in the value of collaborative PLCs, teacher-coaches, TRIADS, and a strong mentor-mentee program and supports them through district positions, salary and extra pay incentives, and substitute pay. These are paid through the district's general funds. Likewise, general funds and grant dollars support ISD PD initiatives, online learning/credit recovery opportunities, and other technology-related resources.

For those areas not covered through general funds, we also look for outside funding through grants and private donations (i.e., time or dollars) and through free online opportunities (e.g., Learnport and ASSIST). We have been fortunate to have lead teachers attend several local/state conferences and then return to the district through a "teach the teachers" protocol.

The district will be financing part of the professional development programming with Title IIA and Title IID grant funding as well. This year, administrators will receive additional training opportunities involving teacher evaluations and Walk Throughs.

***3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?***

The B-TLCs and D-TLCs (school improvement teams) have discussed student strengths, learning gaps, perception data, and other needs within the district throughout the school year. Many of the needs have involved the use of technology-- whether it be for data storage and analysis or more specific learning supports. Each PLC discussed their goals in spring PLC. The Director of Technology has developed an active District-level Technology Committee to further add to building discussions and then report that feedback to a district level decision-making body.

Likewise, each staff member was asked to fill out a professional development needs assessment on surveymonkey.com. Through the discussions of the TLCs, the PLC plans for next year, and individual staff requests, the following technology support plan was created.

The technology components that support the school improvement plan have four major prongs.

1. The first prong involves the professional development opportunities afforded the staff through the use of district technology (e.g., Learnport, You-Tube, other online sites, Excel and Microsoft suites, etc.).
2. The second portion is the use and understanding of the technology surrounding the housing, use, and analysis of data (e.g., Inform, NWEA, DIBELS, Data4SS, etc.).
3. The third section is the use of communication tools enhanced through technology and how that plays into the district communication plan for all stakeholders (e.g., PowerSchool, websites, FaceBook, Twitter, etc.).
4. The fourth prong involves enhanced learning opportunities for students 24/7. It allows for the offering of programming that blends face-to-face contact and online learning, engages students, provides real-time analysis of understanding, creates individualized programming to meet a specific student's needs, and also meets 21st century skill sets (e.g., Florida Virtual, Moodle, Aventa, Odysseyware, NovaNet, Successmaker, Learning A-Z, RAZ Kids, etc.).