

District Improvement Plan

School Year: 2010

District Name: St. Louis Public Schools

Intermediate School District: Gratiot-Isabella RESD

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

Superintendent: Ms. Joann Spry

Building Code: 29100

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

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 template (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

District Information

District:	St. Louis Public Schools
ISD/RESA:	Gratiot-Isabella RESD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	29100
City:	St. Louis
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Our vision is to assure that our students can succeed in a global society.

In pursuit of this vision, we will...

- * develop an exemplary educational program
- * encourage each student to excel
- * emphasize the importance of lifelong learning
- * be leaders in developing innovative educational techniques and programming

Mission Statement

Our mission is to help all students strive for excellence.

In pursuit of this mission, the St. Louis Public Schools will...

- * always place children first
- * provide a safe, caring educational environment
- * involve the community in the educational program
- * integrate technology into the learning process
- * keep the District financially sound

Beliefs Statement

Our district beliefs are:

- * To help each student achieve by continuously enhancing the educational program
- * To teach each student to value and respect others
- * To engage the community in the continuing development of the educational program
- * To design and implement a vision-driven staff development program
- * To continually monitor and update the District's long-range planning

Goals

ID	Name	Development Status	Progress Status
3390	Improve Reading in all content areas	Approved	Open
14226	Improve in Mathematics	Approved	Open
14281	Improve in writing in all content areas	Approved	Open

Goal 1: Improve Reading in all content areas

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in reading in all content areas.

Gap Statement : Achievement gaps exist between economically disadvantaged students as compared to non-economically disadvantaged students and males and females as shown on 2009 MEAP reports. Gaps exist in the following areas:

Grade 3 Reading: 12% more females met standards than males

Grade 4 Reading: 8% more non-ED students met standards than ED students

Grade 5 Reading: 11% more females met standards than males

Grade 5 Reading: 10% more non-ED students met standards than ED students

Grade 6 Reading: 8% more non-ED students met standards than ED students

Grade 7 Reading: 8% more non-ED students met standards than ED students

Grade 8 Reading: 23% more non-ED students met standards than ED students

Grade 8 Reading: 13% more females met standards than males

In addition, MME data indicates that significant gaps are present in the area of reading/writing/ELA. A gap range of 2% exists between ED students and non-ED students. There is also a 49% difference between the achievement levels of students with disabilities and students without disabilities. The trend in the achievement of all students indicates that proficiency levels decline as students progress from middle school to high school as measured by the 2009 state summative assessments. There is a 6% difference in the number of proficient readers from 3rd grade to 8th grade as measured on the 2009 MEAP. There is a 33% difference in reading scores from the 2009 8th grade MEAP to the 2009 MME Reading assessment. This significantly impacts achievement in all content areas. Our 2009 MEAP data shows gaps in the following content area scores as well:

5th grade science-31% less SWD passed than non-SWD

8th grade science-5% less ED passed than non-ED students

8th grade science-27% less SWD passed than non-SWD

6th grade social studies-8% less ED passed than non-ED

6th grade social studies-51% less SWD passed than non-SWD

9th grade social studies-16% less EDD passed than non-ED

9th grade social studies-45% less SWD passed than non-SWD

ED=Economically Disadvantaged

SWD=Students With Disabilities

Cause for Gap : In analyzing GLCE and HSCE strands, data indicates that the area that is the most challenging for students is the Comprehension and Informational Text strands. This impacts all content areas. In addition, analysis of the District Process Profile indicates the need to focus on providing support for improving instruction through district-wide initiatives with common focus and Common Assessment Analysis.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP, MME, Specific local GLCE and HSCE assessments, STAR, Essential Skills, end of unit tests, DIBELS, MLPP, writing rubrics

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? MEAP and MME scores will indicate that a reduction of gap between economically disadvantaged and non-economically disadvantaged students and males and females will be reduced by a minimum of 3% each year.

Contact Name : Joann Spry

List of Objectives:

ID	Objective
3228	The percentage of proficient economically disadvantaged students and male students will increase by a minimum of 3% at each grade level based on 2010-2013 MEAP and MME assessment data.

1.1. Objective: Improve student reading levels in all content areas

Measurable Objective Statement to Support Goal : The percentage of proficient economically disadvantaged students and male students will increase by a minimum of 3% at each grade level based on 2010-2013 MEAP and MME assessment data.

List of Strategies:

ID	Strategy	Locked By
3228	Teachers, staff and administrators will use researched based intervention strategies to improve achievement of all students.	
3228	St. Louis staff will provide intervention groups for struggling readers based on progress monitoring data gathered using DIBELS techniques. These assessments will be administered a minimum of once per month and will be used to guide instruction for struggling learners.	
3228	SLPS staff will learn how to implement formative assessments that will guide instruction for all student learning levels.	
3228	All teachers will use research-based strategies to assist struggling learners.	

1.1.1. Strategy: Response to Intervention

Strategy Statement: Teachers, staff and administrators will use researched based intervention strategies to improve achievement of all students.

Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: 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.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: 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.

Other Required Information for Strategy

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

Black, P and Wiliam, D. Inside the Black Box: Raising Standards Through Classroom Assessment retrieved from: http://www.setda.org/toolkit/nlitoolkit2006/data/Data_InsideBlackBox.pdf

Phi Delta Kappan Vol. 80 (2) pp.139-148 October 1998 .

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

IES What Works Clearinghouse Practice Guides

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007), Interventions for adolescent struggling readers: A meta-analysis with implications for practice. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Social Studiess, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Biancarosa, C., & Snow, C.E. (2006). Reading Next- A vision for action and research in middle and high School Literacy: A Report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

Ten Years of Research on Adolescent Reading: 1994-2004: A review. (2005). Naperville, IL: Learning Point Associates.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff members will participate in regional staff development at GIRESD during the 2010-2011 school year. Reading Apprenticeship (RA) will train teachers and principals to design a schoolwide approach to literacy instruction and data analysis to guide instruction. RA will train teachers in the use of effective literacy strategies for instruction across the content areas.	09/07/2010	06/30/2011	District literacy teams to include: Principals, ELA teachers, Content area teachers and Title 1 teachers will attend a 3 day session workshop and will agree to lead staff training in the buildings as designed by the team.
Staff members will take part in 21 Things professional development that has been developed by Michigan REMC in order to implement technology into all core curriculum instruction.	09/08/2010	06/08/2012	Principals and school improvement team members will introduce staff members to the 21 Things online professional development and assist with getting staff started - The building will select a minimum number of modules that will be implemented building wide throughout the school year - Lesson plans and walk throughs will provide evidence of implementation
Quarterly meetings for regional Literacy Leaders held at GIRESD- Updates and training: Literacy Assessment and Intervention Strategies Designed for Tier 2 and Tier 3 Struggling Learners	09/08/2010	06/08/2012	Building Literacy Leaders- Title 1 teachers/ Classroom Teachers/ Special Ed. Teachers/ Building Principals acting as literacy leaders
Title 1 administrator will attend training to learn how to better implement state and federal program dollars to assist struggling learners in all content areas.	09/08/2010	06/08/2011	Title 1 Director
A .3 counselor will provide direct supplemental instruction to elementary students in differentiated learning techniques. This is in addition to contractual requirements for counseling services.	09/08/2010	06/08/2012	.3 counselor
1 full certified teacher to provide direct instruction in reading and math to identified at-risk students at the middle	09/08/2010	06/08/2011	MS administrator and teacher

school level. Instruction will be based on identified GLCE assessments.			
Teachers will provide after school tutoring to identified at-risk learners in the 4 core areas based on areas of assessed need.	09/08/2010	06/08/2011	HS and MS building administrators, teachers

1.1.1.1. Activity: Differentiated Instruction -Reading Apprenticeship-Training of Trainers

Activity Description: Staff members will participate in regional staff development at GIRESD during the 2010-2011 school year. Reading Apprenticeship (RA) will train teachers and principals to design a schoolwide approach to literacy instruction and data analysis to guide instruction. RA will train teachers in the use of effective literacy strategies for instruction across the content areas.

Activity Type: Revised

Planned staff responsible for implementing activity: District literacy teams to include: Principals, ELA teachers, Content area teachers and Title 1 teachers will attend a 3 day session workshop and will agree to lead staff training in the buildings as designed by the team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conference registrations, substitute fees	Title II Part A	6,230.00	0.00

1.1.1.2. Activity: Implementing Technology into Instruction

Activity Description: Staff members will take part in 21 Things professional development that has been developed by Michigan REMC in order to implement technology into all core curriculum instruction.

Activity Type: Revised

Planned staff responsible for implementing activity: Principals and school improvement team members will introduce staff members to the 21 Things online professional development and assist with getting staff started

- The building will select a minimum number of modules that will be implemented building wide throughout the school year
- Lesson plans and walk throughs will provide evidence of implementation

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Access to Internet	No Funds Required	0.00	0.00

1.1.1.3. Activity: Literacy Leaders Networking

Activity Description: Quarterly meetings for regional Literacy Leaders held at GIRES- Updates and training: Literacy Assessment and Intervention Strategies Designed for Tier 2 and Tier 3 Struggling Learners

Activity Type: Maintenance

Planned staff responsible for implementing activity: Building Literacy Leaders- Title 1 teachers/ Classroom Teachers/ Special Ed. Teachers/ Building Principals acting as literacy leaders

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Costs and Registration fees for 2 teachers	Title II Part A	800.00	0.00

1.1.1.4. Activity: Leadership Training in RTI Strategies

Activity Description: Title 1 administrator will attend training to learn how to better implement state and federal program dollars to assist struggling learners in all content areas.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Title 1 Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MAFSPS State Conference and Title 1 Bootcamp Registration fees for Title 1 Administrator	Title I Part A	900.00	0.00

1.1.1.5. Activity: Teaching differentiated learning strategies to students

Activity Description: A .3 counselor will provide direct supplemental instruction to elementary students in differentiated learning techniques. This is in addition to contractual requirements for counseling services.

Activity Type: Maintenance

Planned staff responsible for implementing activity: .3 counselor

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salary and benefits	Title I Part A	33,502.00	0.00
Salary and benefits for .7 counselor to work with identified at-risk students in small groups	Section 31 a	62,218.00	0.00

1.1.1.6. Activity: Direct core academic instruction to at-risk learners

Activity Description: 1 full certified teacher to provide direct instruction in reading and math to identified at-risk students at the middle school level. Instruction will be based on identified GLCE assessments.

Activity Type: Maintenance

Planned staff responsible for implementing activity: MS administrator and teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salary and benefits	Section 31 a	77,500.00	0.00

1.1.1.7. Activity: After school tutoring for secondary students in all core areas

Activity Description: Teachers will provide after school tutoring to identified at-risk learners in the 4 core areas based on areas of assessed need.

Activity Type: Maintenance

Planned staff responsible for implementing activity: HS and MS building administrators, teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Hourly wages for tutoring	Section 31 a	2,500.00	0.00

1.1.2. Strategy: Reading intervention groups

Strategy Statement: St. Louis staff will provide intervention groups for struggling readers based on progress monitoring data gathered using DIBELS techniques. These assessments will be administered a minimum of once per month and will be used to guide instruction for struggling learners.

Selected Target Areas

SPR (90) Indicator 17 Comprehensive, Accessible and Meaningful Data System: 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.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: 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.

Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

The RTI Guide: Developing and Implementing a Model In Your Schools by John E. McCook, Ed.D
Iv'e Dibel'd, Now What? by Susan L. Hall, Ed.D.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Title 1 staff will assess struggling students using DIBELs and provide focused, small group intervention strategies to increase skills in word recognition and oral reading fluency to students who do not meet the appropriate grade level standards. Identified students will be formally assessed several times throughout the school year to monitor progress toward their achievement goals.	09/07/2010	06/08/2012	Building administrators and Title 1 Staff
1 day RTI training followed by subsequent release time PD for RTI Team to plan data analysis and Tier 2 and 3 interventions to support students requiring supplemental instruction for identified literacy needs.	09/07/2010	06/07/2012	District literacy teams to include: Principal, General Ed. Teacher, and Resource Room Teacher

1.1.2.1. Activity: Focused Intervention Groups

Activity Description: Title 1 staff will assess struggling students using DIBELs and provide focused, small group intervention strategies to increase skills in word recognition and oral reading fluency to students who do not meet the appropriate grade level standards. Identified students will be formally assessed several times throughout the school year to monitor progress toward their achievement goals.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Building administrators and Title 1 Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salaries and benefits for .64 certified teacher and 10.5 paraprofessionals	Title I Part A	236,669.00	0.00
.36 Title 1 teacher salary and benefits	Title II Part A	37,554.00	0.00

1.1.2.2. Activity: Data analysis

Activity Description: 1 day RTI training followed by subsequent release time PD for RTI Team to plan data analysis and Tier 2 and 3 interventions to support students requiring supplemental instruction for identified literacy needs.

Activity Type: Maintenance

Planned staff responsible for implementing activity: District literacy teams to include: Principal, General Ed. Teacher, and Resource Room Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/07/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute costs	Title II Part A	3,000.00	0.00

1.1.3. Strategy: Balanced Assessment

Strategy Statement: SLPS staff will learn how to implement formative assessments that will guide instruction for all student learning levels.

Selected Target Areas

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: 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.

SPR (90) Indicator 5 Use of Multiple Measures to Support School-wide Decision-making: 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

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

Black, P and Wiliam, D. Inside the Black Box: Raising Standards Through Classroom Assessment retrieved from: http://www.setda.org/toolkit/nlitoolkit2006/data/Data_InsideBlackBox.pdf
 Phi Delta Kappan Vol. 80 (2) pp.139-148 October 1998 .

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will attend training of trainer sessions held during the 2010-2011 school year sponsored by GIRESD. Featured speaker will be Carol Commodore who has founded her work on Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis, and Chappuis.	09/07/2010	06/08/2011	School Improvement Team members and the building principals will attend the Training of Trainers session - Staff meeting agendas will reflect the ideas brought back to the district - Classroom walk throughs will indicate the implementation of the agreed upon strategies.
Teams will be formed and will meet regularly for the purpose of diagnosing learning challenges and to learn about strategies to support at risk learners. This will include examining student work protocols and the use of Data Director and Benchmark Assessments.	09/08/2010	06/08/2012	Early Implementers training team to include Building Principals and 8-16 teachers - Early Implementers train building staff to use Data Director during on-site PD days, staff meetings, and/or release time. - Grade level/department meeting agendas will reflect dialogues and discussions centered on student work and data collected from formative and summative assessments
School leaders will attend monthly scheduled GIRESD leadership network meetings that will focus on implementing formative assessments and using student data to improve achievement.	09/08/2010	06/08/2012	Building Administrators
Staff will conduct a book study using Classroom Assessment for Learning:	09/08/2010	06/08/2013	Principal will order number of books needed - School Improvement Lead

<p>Doing it Right- Using it Well by Stiggins, Arter, J. Chappius, and S. Chappius</p>			<p>Teachers will provide the schedule and agendas for book study sessions - Staff meeting agendas will reflect the progress being made on the book study - Classroom walk-throughs and observations will indicate implementation of learned strategies - Evidence will include documents of student friendly learning targets, rubrics, etc</p>
<p>Staff will determine common assessments and data collection timeline. Staff will discuss proficiency levels for ALL students and subgroups of students. Data analysis session will include suggestions and instruction of common teaching strategy implementation and data update. Staff meetings and release time will be used to discuss strategies appropriate for all levels of learners</p>	<p>09/08/2010</p>	<p>06/08/2011</p>	<p>All staff</p>
<p>School administrators will be trained in leadership skills to assist struggling learners and implementation of RTI practices.</p>	<p>09/08/2011</p>	<p>06/30/2013</p>	<p>All K-12 administration</p>

1.1.3.1. Activity: Balanced Assessment Training of Trainers

Activity Description: Staff will attend training of trainer sessions held during the 2010-2011 school year sponsored by GIRESD. Featured speaker will be Carol Commodore who has founded her work on Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis, and Chappuis.

Activity Type: Revised

Planned staff responsible for implementing activity: School Improvement Team members and the building principals will attend the Training of Trainers session - Staff meeting agendas will reflect the ideas brought back to the district - Classroom walk throughs will indicate the implementation of the agreed upon strategies.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD registration, sub costs	Title II Part A	6,900.00	0.00

1.1.3.2. Activity: Grade Level/Department Assessment Data Analysis

Activity Description: Teams will be formed and will meet regularly for the purpose of diagnosing learning challenges and to learn about strategies to support at risk learners. This will include examining student work protocols and the use of Data Director and Benchmark Assessments.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Early Implementers training team to include Building Principals and 8-16 teachers

- Early Implementers train building staff to use Data Director during on-site PD days, staff meetings, and/or release time.
- Grade level/department meeting agendas will reflect dialogues and discussions centered on student work and data collected from formative and summative assessments

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials required for GIRESD staff training to use Data Director	Title II Part A	245.00	0.00

1.1.3.3. Activity: Leadership training in Formative Assessment

Activity Description: School leaders will attend monthly scheduled GIRESD leadership network meetings that will focus on implementing formative assessments and using student data to improve achievement.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Registration and books	Title II Part A	400.00	0.00

1.1.3.4. Activity: Book Study

Activity Description: Staff will conduct a book study using Classroom Assessment for Learning: Doing it Right- Using it Well by Stiggins, Arter, J. Chappius, and S. Chappius

Activity Type: Revised

Planned staff responsible for implementing activity: Principal will order number of books needed
 - School Improvement Lead Teachers will provide the schedule and agendas for book study sessions
 - Staff meeting agendas will reflect the progress being made on the book study
 - Classroom walk-throughs and observations will indicate implementation of learned strategies
 - Evidence will include documents of student friendly learning targets, rubrics, etc

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Books	Title II Part A	3,250.00	0.00

1.1.3.5. Activity: Development of common assessments

Activity Description: Staff will determine common assessments and data collection timeline. Staff will discuss proficiency levels for ALL students and subgroups of students. Data analysis session will include suggestions and instruction of common teaching strategy implementation and data update. Staff meetings and release time will be used to discuss strategies appropriate for all levels of learners

Activity Type: Revised

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Meeting time	No Funds Required	0.00	0.00

1.1.3.6. Activity: Training in Recruitment and Training of Quality Leadership

Activity Description: School administrators will be trained in leadership skills to assist struggling learners and implementation of RTI practices.

Activity Type: Revised

Planned staff responsible for implementing activity: All K-12 administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2011, End Date - 06/30/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conference expenses including registration, lodging, mileage and meals	Title II Part A	5,220.00	0.00

1.1.4. Strategy: Use of Researched Based Strategies at Tier 1 Level

Strategy Statement: All teachers will use research-based strategies to assist struggling learners.

Selected Target Areas

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: 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.

SPR (90) Indicator 8 Instructional Program Coherence: In order to assure coherence across the entire

system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

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

Marzano-Classroom Instruction That Works

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Title I Staff will be trained and will implement the Soar to Success program. This will be used to assist Tier 2 and 3 learners to improve basic literacy skills.	09/08/2010	06/08/2012	Building administrators and Title 1 staff
Teachers will incorporate Thinking Maps into reading instruction to help build comprehension skills.	09/08/2010	06/08/2013	All general education staff.
Teachers will offer and teach reading rotation classes based on specific reading GLCE's throughout the year to enhance reading skills and increase opportunities to read.	09/08/2010	06/08/2013	Teachers and administrators
Staff members will participate in regional staff development at GIRESD during the 2010-2011 school year. Reading Apprenticeship (RA) will train teachers and principals to design a schoolwide approach to literacy instruction and data analysis to guide instruction. RA will train teachers in the use of effective literacy strategies for instruction across the content areas.	09/08/2010	06/08/2012	Building literacy team to include: Principal, ELA teacher, Content area teacher will attend a 3 day session workshop and will agree to lead staff training in the building as designed by the team. *Mandatory participants needed for effective implementation of building-wide system of literacy instruction for adolescents.
On-site PD 1 day training followed by subsequent release time PD for department teams (Four 1 hour sessions throughout the year to provide on-site coaching to all core content area staff members) conducted by GIRESD Trainers of Reading Apprenticeship.	09/08/2010	06/08/2011	Building literacy team to include: Principal, ELA teacher, Content area teacher to organize on-site training with GIRESD staff and create staff meeting agendas the focus on literacy strategies, GIRESD staff responsible for on-site training and coaching sessions
2 day PD session to deliver research-based Best Practices for Reading Comprehension and Vocabulary Instruction including Reading contained in a Toolkit for the K-12 teacher to use in the general classroom with ALL students.	09/08/2010	06/08/2012	GIRESD Instruction staff Teachers in all core areas

1.1.4.1. Activity: Professional Development in Soar to Success

Activity Description: Title I Staff will be trained and will implement the Soar to Success program. This will be used to assist Tier 2 and 3 learners to improve basic literacy skills.

Activity Type: Revised

Planned staff responsible for implementing activity: Building administrators and Title 1 staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD and necessary training materials	Title II Part A	5,500.00	0.00

1.1.4.2. Activity: Staff use of Thinking Maps in Literacy Instruction

Activity Description: Teachers will incorporate Thinking Maps into reading instruction to help build comprehension skills.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All general education staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials	No Funds Required	0.00	0.00

1.1.4.3. Activity: Specific Reading Instruction to identified learners

Activity Description: Teachers will offer and teach reading rotation classes based on specific reading GLCE's throughout the year to enhance reading skills and increase opportunities to read.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Teachers and administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
2 Teacher Salaries, benefits and materials	General Funds	200,000.00	0.00

1.1.4.4. Activity: Reading Apprenticeship training

Activity Description: Staff members will participate in regional staff development at GIRESD during the 2010-2011 school year. Reading Apprenticeship (RA) will train teachers and principals to design a schoolwide approach to literacy instruction and data analysis to guide instruction. RA will train teachers in the use of effective literacy strategies for instruction across the content areas.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Building literacy team to include: Principal, ELA teacher, Content area teacher will attend a 3 day session workshop and will agree to lead staff training in the building as designed by the team.

*Mandatory participants needed for effective implementation of building-wide system of literacy instruction for adolescents.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conference expenses and fees	Title II Part A	0.00	0.00

1.1.4.5. Activity: Team planning for Reading Apprenticeship trainers

Activity Description: On-site PD 1 day training followed by subsequent release time PD for department teams (Four 1 hour sessions throughout the year to provide on-site coaching to all core content area staff members) conducted by GIRESD Trainers of Reading Apprenticeship.

Activity Type: Revised

Planned staff responsible for implementing activity: Building literacy team to include: Principal, ELA teacher, Content area teacher to organize on-site training with GIRESD staff and create staff meeting agendas the focus on literacy strategies, GIRESD staff responsible for on-site training and coaching sessions

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute teacher costs	General Funds	0.00	0.00

1.1.4.6. Activity: Using Literacy Intervention Tool Kits

Activity Description: 2 day PD session to deliver research-based Best Practices for Reading Comprehension and Vocabulary Instruction including Reading contained in a Toolkit for the K-12 teacher to use in the general classroom with ALL students.

Activity Type: Revised

Planned staff responsible for implementing activity: GIRESD Instruction staff Teachers in all core areas

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute costs and registrations for K-12 teachers	Title II Part A	1,000.00	0.00

Goal 2: Improve in Mathematics

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in math.

Gap Statement : District summative assessment data (MEAP/MME) indicates that significant gaps are present in the area of Math: a gap range* of 1% to 16% exists between economically disadvantaged students and noneconomically disadvantaged students; a gap range of 22% to 67% exists between students with disabilities and all except students with disabilities. Local GLCE assessment data shows The trend in the achievement of 'All Students' indicates that proficiency levels decline as students progress from elementary school to middle school and again into high school as measured by 2009 state summative assessments.

Local report card data also indicates a gap between economically disadvantaged and non-ED students in the area of math. Over 30% of high school freshmen were reported to be failing at least one high school math course.

Cause for Gap : In analyzing GLCE and HSCE strands, data indicates that the area that is most challenging for students is the

Current secondary achievement levels indicate that while 66% of students are earning credits in Math courses the MME Math proficiency rate is 37% of students.

In addition analysis of the School Process Profile indicates that the district needs to focus on providing support for improving instruction through district-wide initiatives with common focus and Common Assessment and Analysis.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP, MME, Plan test, Data Director, Essential Skills assessments, Study Island Assessments, GLCE ad HSCE local assessments

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? Increasing Levels of Proficiency as measured on the MEAP/MME following the goals identified in the Measurable Objective Statement. Each school year, proficiency levels will increase at a minimum of 5 % in order to reach the goals identified by each grade level.

Increasing Levels of Proficiency as measured on the local assessments following the goals identified in the Measurable Objective Statement. Each school year, proficiency levels will increase at a minimum of 5% in order to reach the goals identified by each grade level.

Contact Name : Joann Spry

List of Objectives:

ID	Objective
14831	The percent of economically disadvantaged students proficient on the Math MEAP will increase: Grade 3 from 96% (2009-2010) to 99% (2012-2013) Grade 4 from 94% (2009-2010) to 97% (2012-2013) Grade 5 from 69% (2009-2010) to 74% (2012-2013) Grade 6 from 92% (2009-2010) to 95% (2012-2013) Grade 7 from 88% (2009-2010) to 93% (2012-2013) Grade 8 from 64% (2009-2010) to 69% (2012-2013) Based on Spring 2009 MME data, the percent of economically disadvantaged students proficient on the Math MME will increase from: Grade 11 from 38% (Spring 2009) to 43% (Spring 2010), 48% (Spring 2011), 53% (Spring 2012), and to 58% (Spring 2013)

2.1. Objective: Improve proficiency in Mathematics

Measurable Objective Statement to Support Goal : The percent of economically disadvantaged students proficient on the Math MEAP will increase:

- Grade 3 from 96% (2009-2010) to 99% (2012-2013)
- Grade 4 from 94% (2009-2010) to 97% (2012-2013)
- Grade 5 from 69% (2009-2010) to 74% (2012-2013)
- Grade 6 from 92% (2009-2010) to 95% (2012-2013)
- Grade 7 from 88% (2009-2010) to 93% (2012-2013)
- Grade 8 from 64% (2009-2010) to 69% (2012-2013)

Based on Spring 2009 MME data, the percent of economically disadvantaged students proficient on the Math MME will increase from:

- Grade 11 from 38% (Spring 2009) to 43% (Spring 2010), 48% (Spring 2011), 53% (Spring 2012), and to 58% (Spring 2013)

List of Strategies:

ID	Strategy	Locked By
14831	Teachers will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, and other at-risk learners.	
14831	District staff will learn how to differentiate instructional practices in math to increase the achievement of all learners.	
14831	Identified students will receive additional assistance by Title 1 staff in math instruction.	

2.1.1. Strategy: Balanced Assessment System

Strategy Statement: Teachers will learn about and implement a Balanced Assessment System including

formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, and other at-risk learners.

Selected Target Areas

SPR (90) Indicator 17 Comprehensive, Accessible and Meaningful Data System: 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.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: 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.

SPR (90) Indicator 5 Use of Multiple Measures to Support School-wide Decision-making: 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

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

Black, P and Wiliam, D. Inside the Black Box: Raising Standards Through Classroom Assessment retrieved

from: http://www.setda.org/toolkit/nltoolkit2006/data/Data_InsideBlackBox.pdf

Phi Delta Kappan Vol. 80 (2) pp.139-148 October 1998 .

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Social Studiess, U.S.

Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will conduct a book study using Classroom Assessment for Learning: Doing it Right - Using it Well by Stiggins, Arter, J. Chappius, and S. Chappius	09/08/2010	06/08/2013	Principal will order number of books needed - School Improvement Lead Teachers will provide the schedule and agendas for book study sessions - Staff meeting agendas will reflect the progress being made on the book study - Classroom walk throughs and observations will indicate implementation of learned strategies - Evidence will include documents of student friendly learning targets, rubrics, etc
Staff will attend training of trainer sessions held during the 2010-2011 school year and 2011-2012 school year sponsored by GIRESD. Featured speaker will be Carol Commodore who has founded her work on	09/08/2010	06/08/2012	School Improvement Team members and the building principals will attend the Training of Trainers session - Staff meeting agendas will reflect the ideas brought back to the district - Classroom walk throughs will indicate the implementation of the agreed upon strategies

Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis, and Chappuis.			
School leader will attend monthly scheduled GIRESD leadership network meetings that will focus on learning to implement formative assessments and using student data to improve achievement.	09/08/2010	06/08/2011	building administrators
Teams will be formed and will meet regularly for the purpose of diagnosing learning challenges and to learn about strategies to support at risk learners. This will include examining student work protocols and the use of Data Director and Benchmark Assessments.	09/08/2010	06/08/2011	Early Implementers training team to include Building Principals and 8-16 teachers - Early Implementers train building staff to use Data Director during on-site PD days, staff meetings, and/or release time. - Grade level/department meeting agendas will reflect dialogues and discussions centered on student work and data collected from formative and summative assessments - Improvements in student achievement will provide evidence of implementation Department will dedicate at least one team meeting per month to learning about using formative assessment. RESD staff will provide facilitation during grade level meetings.

2.1.1.1. Activity: Classroom Assessment Book Study

Activity Description: Staff will conduct a book study using Classroom Assessment for Learning: Doing it Right - Using it Well by Stiggins, Arter, J. Chappius, and S. Chappius

Activity Type: Revised

Planned staff responsible for implementing activity: Principal will order number of books needed
 - School Improvement Lead Teachers will provide the schedule and agendas for book study sessions
 - Staff meeting agendas will reflect the progress being made on the book study
 - Classroom walk throughs and observations will indicate implementation of learned strategies
 - Evidence will include documents of student friendly learning targets, rubrics, etc

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Books	Title II Part A	0.00	0.00

2.1.1.2. Activity: Formative Assessment Training of Trainers

Activity Description: Staff will attend training of trainer sessions held during the 2010-2011 school year and 2011-2012 school year sponsored by GIRESD. Featured speaker will be Carol Commodore who has founded her work on Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis, and Chappuis.

Activity Type: Revised

Planned staff responsible for implementing activity: School Improvement Team members and the building principals will attend the Training of Trainers session

- Staff meeting agendas will reflect the ideas brought back to the district
- Classroom walk throughs will indicate the implementation of the agreed upon strategies

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conference expenses and sub costs	Title II Part A	0.00	0.00

2.1.1.3. Activity: Leadership Network Meetings

Activity Description: School leader will attend monthly scheduled GIRESD leadership network meetings that will focus on learning to implement formative assessments and using student data to improve achievement.

Activity Type: Maintenance

Planned staff responsible for implementing activity: building administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Registration fees	Title II Part A	0.00	0.00

2.1.1.4. Activity: Collaborative assessment planning

Activity Description: Teams will be formed and will meet regularly for the purpose of diagnosing learning challenges and to learn about strategies to support at risk learners. This will include examining student work protocols and the use of Data Director and Benchmark Assessments.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Early Implementers training team to include Building Principals and 8-16 teachers

- Early Implementers train building staff to use Data Director during on-site PD days, staff meetings, and/or release time.
- Grade level/department meeting agendas will reflect dialogues and discussions centered on student work and data collected from formative and summative assessments
- Improvements in student achievement will provide evidence of implementation Department will dedicate at least one team meeting per month to learning about using formative assessment. RESD staff will provide facilitation during grade level meetings.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Planning time	No Funds Required	0.00	0.00

2.1.2. Strategy: Differentiated Instruction

Strategy Statement: District staff will learn how to differentiate instructional practices in math to increase the achievement of all learners.

Selected Target Areas

SPR (90) Indicator 15 Purposeful Communication and Collaborative Relationships: 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.

SPR (90) Indicator 17 Comprehensive, Accessible and Meaningful Data System: 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.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: 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.

Other Required Information for Strategy

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

IES What Works Clearinghouse Practice Guides

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Social Studies, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Biancarosa, C., & Snow, C.E. (2006). Reading Next- A vision for action and research in middle and high School Literacy: A Report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

List of Activities:

Activity	Begin Date	End Date
Staff will learn about and utilize methods to differentiate instruction in math using Math Intervention Tool Kits for identified elementary and secondary learners. This activity will include work based on Marzano and in conjunction with Gratiot-Isabella RESD consultants.	09/08/2010	06/08/2011
Teachers and principals will learn about and implement effective math instruction strategies through a book study with Five Easy Steps to a Balanced Math Program for Secondary Grades: Middle School and High School by Larry Ainsworth and Jan Christinson led by RESD Instruction staff. The strategies studied will include differentiated instructional strategies with a focus on improving the proficiency levels of economically disadvantaged children and students with disabilities.	09/08/2010	06/08/2011

<p>Staff members will study and implement Writing Across the Curriculum activities with a focus on struggling students as outlined in MDE's document found at: http://www.michigan.gov/documents/mde/Writing_to_Learn_Mathematics_306722_7.pdf</p>	<p>09/08/2010</p>	<p>06/08/2010</p>
<p>Staff will attend training of trainer sessions held during the 2010-2011 school year and</p>	<p>09/08/2010</p>	<p>06/08/2010</p>

2011-2012 school year sponsored by GIRESD. Teachers will learn about and implement effective math instruction strategies including differentiated instructional strategies with a focus on improving the proficiency levels of economically disadvantaged children and students with disabilities. Teachers will learn to use a math intervention toolkit to improve instruction for struggling learners.

Staff members will take part in 21 Things professional development that has been developed by Michigan REMC in order to implement technology into Math instruction

09/08/2010 06/08/

2.1.2.1. Activity: Math Intervention Tool Kits

Activity Description: Staff will learn about and utilize methods to differentiate instruction in math using Math Intervention Tool Kits for identified elementary and secondary learners. This activity will include work based on Marzano and in conjunction with Gratiot-Isabella RESD consultants.

Activity Type: Revised

Planned staff responsible for implementing activity: School improvement teams and school administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Intervention tool kits and training	Title II Part A	4,110.00	0.00

2.1.2.2. Activity: Book Study

Activity Description: Teachers and principals will learn about and implement effective math instruction strategies through a book study with Five Easy Steps to a Balanced Math Program for Secondary Grades: Middle School and High School by Larry Ainsworth and Jan Christinson led by RESD Instruction staff. The strategies studied will include differentiated instructional strategies with a focus on improving the proficiency levels of economically disadvantaged children and students with disabilities.

Activity Type: Revised

Planned staff responsible for implementing activity: Teachers and principals will attend a book study group at the RESD (two face to face meetings with additional web meetings Outside of school hours no subs needed Meets Online PD Requirements -The teacher will select and implement strategies that are learned during the book study.- Lesson plans and walk throughs will provide evidence of implementation

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Registration and materials	Title II Part A	0.00	0.00

2.1.2.3. Activity: Writing Accross the Curriculum-Focus on Math

Activity Description: SStaff members will study and implement Writing Across the Curriculum activities with a focus on struggling students as outlined in MDE's document found at: http://www.michigan.gov/documents/mde/Writing_to_Learn_Mathematics_306722_7.pdf

Activity Type: Maintenance

Planned staff responsible for implementing activity: -Department chair, content area teacher leaders, principals

-Department meeting agendas will reflect Writing Across the Curriculum activities that have been selected for implementation with an identified timeline

-Classroom walk-throughs and lesson plans will indicate the implementation of the agreed upon strategies.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Access to Internet	No Funds Required	0.00	0.00

2.1.2.4. Activity: Training of Trainers

Activity Description: Staff will attend training of trainer sessions held during the 2010-2011 school year and 2011-2012 school year sponsored by GIRESD. Teachers will learn about and implement effective math instruction strategies including differentiated instructional strategies with a focus on improving the proficiency levels of economically disadvantaged children and students with disabilities. Teachers will learn to use a math intervention toolkit to improve instruction for struggling learners.

Activity Type: Revised

Planned staff responsible for implementing activity: Grade level team members or math department representative will attend the Training of Trainers session

-Trained team members will train additional grade level staff during team meetings or department meetings and additional professional development time.(or on release days if desired)

-Grade level meeting agendas will reflect the ideas brought back to the district

-Classroom walk throughs will indicate the implementation of the agreed upon strategies

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
training costs and materials	Title II Part A	0.00	0.00

2.1.2.5. Activity: Implementing technology into instructional analysis

Activity Description: Staff members will take part in 21 Things professional development that has been developed by Michigan REMC in order to implement technology into Math instruction

Activity Type: Maintenance

Planned staff responsible for implementing activity: Administrators and school improvement team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Access to Internet	No Funds Required	0.00	0.00

2.1.3. Strategy: Focused intervention group instruction

Strategy Statement: Identified students will receive additional assistance by Title 1 staff in math instruction.

Selected Target Areas

SPR (90) Indicator 10 Culture of Collective Responsibility: 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.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: 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.

Other Required Information for Strategy

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

IES What Works Clearinghouse Practice Guides

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Social Studiess, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Social Studiess, U.S. Department of Carrie Knause Early Childhood Learning Center

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Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Biancarosa, C., & Snow, C.E. (2006). Reading Next- A vision for action and research in middle and high School Literacy: A Report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of at-risk learners.	09/08/2010	06/08/2013	Title 1 staff
Title 1 staff at the elementary level will conduct a minimum of three activities per school year involving elementary parents and students in direct core area instruction including math. Activities will be based on identified GLCE's and students. Each activity will be conducted at a time that is optimal for parents to attend including evenings and day times.	09/08/2010	06/08/2013	Title 1 staff and buidling administrators

2.1.3.1. Activity: Focused intervention groups in math

Activity Description: Paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of at-risk learners.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Title 1 staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salaries and benefits	Title I Part A	0.00	0.00

2.1.3.2. Activity: Parent involvement

Activity Description: Title 1 staff at the elementary level will conduct a minimum of three activities per school year involving elementary parents and students in direct core area instruction including math. Activities will be based on identified GLCE's and students. Each activity will be conducted at a time that is optimal for parents to attend including evenings and day times.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Title 1 staff and buidling administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials for activities and mailings	Title I Part A	0.00	0.00

Goal 3: Improve in writing in all content areas

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : All students will be proficient in writing in all of the content areas.

Gap Statement : District summative assessment data (2009 MME) indicates that significant gaps are present in the area of Writing: a gap of 30% exists between economically disadvantaged students and noneconomically disadvantaged students; a gap range of 46% exists between males and females. Local writing assessment data indicates a gap in GLCE and HSCE assessments between these sub groups as well.

The trend in the achievement of 'All Students' indicates that proficiency levels decline as students progress from middle school to high school as measured by 2009 state summative assessments.

In addition local data indicates a gap in writing proficiency between males and females and students with special needs and regular education students. This data includes elementary GLCE assessments, and high school classroom credit scores. A gap was also identified at the high school level using the PLAN Test.

Writing proficiency significantly impacts achievement in all content areas. Our 2009 MEAP data shows gaps in the following content area scores as well:

5th grade science-31% less SWD passed than non-SWD
8th grade science-5% less EDD passed than non-EDD students
8th grade science-27% less SWD passed than non-SWD
6th grade social studies-8% less EDD passed than non-EDD
6th grade social studies-51% less SWD passed than non-SWD
9th grade social studies-16% less EDD passed than non-EDD
9th grade social studies-45% less SWD passed than non-SWD

Cause for Gap : In analyzing GLCE and HSCE strands, data indicates that the area that is most challenging for students are personal style and the writing process. Achievement trends show a steady improvement in writing on 2008 MEAP data as compared from 3rd grade to 8th grade with the elementaries performing worse than at the secondary level. However, a significant drop in scores is reflected from the 2009 MME and the 2009 8th grade writing MEAP (43% more students met standards on the 8th grade assessment than the 11th grade assessment).

Current secondary achievement levels indicate that while 85% of students are earning credits in English courses, the MME Writing Proficiency rate is 34% of students.

In addition analysis of the School Process Profile indicates that the district needs to focus on providing support for improving instruction through district-wide initiatives with common focus and curriculum alignment and writing in all content areas.

Multiple measures/sources of data you used to identify this gap in student achievement : EdYES!

MEAP

MME

Data Director

Specific local assessments by grade level including writing GLCE and HSCE assessments and elementary writing prompts.

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? Increasing Levels of Proficiency as measured on the MEAP/MME following the goals identified in the Measurable Objective Statement. Each school year, proficiency levels will increase at a minimum of 5% in order to reach the goals identified by each grade level.

Increasing Levels of Proficiency as measured on the local assessments following the goals identified in the Measurable Objective Statement. Each school year, proficiency levels will increase at a minimum of 5% in order to reach the goals identified by each grade level.

Contact Name : Joann Spry

List of Objectives:

ID	Objective
14900	All students will increase skills in the area of using details and examples in writing by a minimum of 3% each testing cycle in 4th, 7th and 11th grades from 2010-2013.

3.1. Objective: Improve in using details and examples in writing

Measurable Objective Statement to Support Goal : All students will increase skills in the area of using details and examples in writing by a minimum of 3% each testing cycle in 4th, 7th and 11th grades from 2010-2013.

List of Strategies:

ID	Strategy	Locked By
14900	Teachers will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, and other at-risk learners.	
14900	Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the writing proficiency levels of underachieving students.	

3.1.1. Strategy: Balanced assessment

Strategy Statement: Teachers will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, and other at-risk learners.

Selected Target Areas

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: 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.

SPR (90) Indicator 5 Use of Multiple Measures to Support School-wide Decision-making: 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

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

Black, P and Wiliam, D. Inside the Black Box: Raising Standards Through Classroom Assessment retrieved from: http://www.setda.org/toolkit/nltoolkit2006/data/Data_InsideBlackBox.pdf

Phi Delta Kappan Vol. 80 (2) pp.139-148 October 1998 .

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will conduct a book study using Classroom Assessment for Learning: Doing it Right ? Using it Well by Stiggins, Arter, J. Chappius, and S. Chappius	09/08/2010	06/08/2011	- Principals will order number of books needed - School Improvement Lead Teachers will provide the schedule and agendas for book study sessions - Staff meeting agendas will reflect the progress being made on the book study - Classroom walk-throughs and observations will indicate implementation of learned strategies - Evidence will include documents of student friendly learning targets, rubrics, etc.
Staff will attend training of trainer sessions held during the 2010-2011 school year sponsored by GIRESD. Featured speaker will be Carol Commodore who has founded her work on Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis, and Chappuis.	09/08/2010	06/08/2012	School Improvement Team members and the building principal will attend the Training of Trainers session Staff meeting agendas will reflect the ideas brought back to the district Classroom walk throughs will indicate the implementation of the agreed upon strategies.
Staff will learn how to use data analysis to inform instruction in order to meet the needs of diverse learners. The emphasis will be on disaggregating the data of underachieving students for diagnostic purposes. Data warehouse training will include: Examining Pre-Built reports for MEAP/MME results, creating assessments and building reports, and creating local exams and building reports with the overall purpose of informing instruction to meet the needs of diverse learners.	09/08/2010	06/08/2012	Early Implementers training team to include Building Principals and 8-16 teachers Early Implementers train building staff to use Data Director during on-site PD days, staff meetings, and/or early release time
Staff will determine common assessments	09/08/2010	06/08/2013	All staff members will gather data and

and data collection timeline. Staff will discuss proficiency levels for ALL students and subgroups of students. Data analysis session will include suggestions and instruction of common teaching strategy implementation and data update. Staff meetings and release time will be used to discuss strategies appropriate for all levels of learners.			learn new strategies to share with staff. -Peer to peer and administrator classroom walk-throughs will indicate the implementation of the agreed upon strategies. -Principal and school improvement lead teachers will create agendas for grade level/department meetings.
Title 1 staff at the elementary level will plan and implement a minimum of three parent activities that explain and engage parents in the teaching of writing. The focus of these sessions will be to educate parents in writing assessment data and how teachers use this data to improve student achievement. Each activity will be conducted at times that are convenient for parents.	09/08/2010	06/08/2013	Title 1 staff and building administration.

3.1.1.1. Activity: Book Study

Activity Description: Staff will conduct a book study using Classroom Assessment for Learning: Doing it Right ? Using it Well by Stiggins, Arter, J. Chappius, and S. Chappius

Activity Type: Revised

- Planned staff responsible for implementing activity:**
- Principals will order number of books needed
 - School Improvement Lead Teachers will provide the schedule and agendas for book study sessions
 - Staff meeting agendas will reflect the progress being made on the book study
 - Classroom walk-throughs and observations will indicate implementation of learned strategies
 - Evidence will include documents of student friendly learning targets, rubrics, etc.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Books	Title II Part A	0.00	0.00

3.1.1.2. Activity: Formative assessment training of trainers

Activity Description: Staff will attend training of trainer sessions held during the 2010-2011 school year sponsored by GIRESD. Featured speaker will be Carol Commodore who has founded her work on Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis, and Chappuis.

Activity Type: Revised

Planned staff responsible for implementing activity: School Improvement Team members and the building principal will attend the Training of Trainers session
Staff meeting agendas will reflect the ideas brought back to the district
Classroom walk throughs will indicate the implementation of the agreed upon strategies.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conference expenses and sub costs	Title II Part A	0.00	0.00

3.1.1.3. Activity: Data analysis

Activity Description: Staff will learn how to use data analysis to inform instruction in order to meet the needs of diverse learners. The emphasis will be on disaggregating the data of underachieving students for diagnostic purposes. Data warehouse training will include: Examining Pre-Built reports for MEAP/MME results, creating assessments and building reports, and creating local exams and building reports with the overall purpose of informing instruction to meet the needs of diverse learners.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Early Implementers training team to include Building Principals and 8-16 teachers
Early Implementers train building staff to use Data Director during on-site PD days, staff meetings, and/or early release time

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Training and sub costs	Title II Part A	0.00	0.00

3.1.1.4. Activity: Writing common assessments

Activity Description: Staff will determine common assessments and data collection timeline. Staff will discuss proficiency levels for ALL students and subgroups of students. Data analysis session will include suggestions and instruction of common teaching strategy implementation and data update. Staff meetings and release time will be used to discuss strategies appropriate for all levels of learners.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff members will gather data and learn new strategies to share with staff.

-Peer to peer and administrator classroom walk-throughs will indicate the implementation of the agreed upon strategies.

-Principal and school improvement lead teachers will create agendas for grade level/department meetings.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Planning time	No Funds Required	0.00	0.00

3.1.1.5. Activity: Parent involvement activities in writing

Activity Description: Title 1 staff at the elementary level will plan and implement a minimum of three parent activities that explain and engage parents in the teaching of writing. The focus of these sessions will be to educate parents in writing assessment data and how teachers use this data to improve student achievement. Each activity will be conducted at times that are convenient for parents.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Title 1 staff and building administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Books and materials in all core content areas to be sent home with parents, food, paper, copying costs for materials	Title I Part A	8,000.00	0.00

3.1.2. Strategy: Differentiated instruction

Strategy Statement: Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the writing proficiency levels of underachieving students.

Selected Target Areas

<p>SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: 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.</p>
<p>SPR (90) Indicator 16 Purposeful Communication and Collaborative Relationships: 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.</p>
<p>SPR (90) Indicator 17 Comprehensive, Accessible and Meaningful Data System: 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.</p>

Other Required Information for Strategy

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

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Social Studies, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>

IES What Works Clearinghouse Practice Guides

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007)

Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will differentiate instruction in writing through consistently providing appropriate accommodations and modifications in everyday writing instruction to ensure all students succeed in each core curricular area.	09/08/2010	06/08/2013	All teachers
Staff members will participate in regional staff development at GIRESD during the 2010-2011 school year. Reading Apprenticeship (RA) will train teachers and principals to design a schoolwide approach to literacy instruction and data analysis to guide instruction. RA will train teachers in the use of effective literacy strategies for instruction across the content areas.	09/08/2010	06/08/2013	-Building literacy team* to include: Principal, ELA teacher, Content area teacher will attend a 3 day session workshop and will agree to lead staff training in the building as designed by the team. *Mandatory participants needed for effective implementation of building-wide system of literacy instruction for adolescents.
On-site PD 1 day training followed by subsequent release time PD for department teams (Four 1 hour sessions throughout the year to provide on-site coaching to all core content area staff members) conducted by GIRESD Trainers of Reading Apprenticeship	09/08/2010	06/08/2013	Building literacy team* to include: Principal, ELA teacher, Content area teacher to organize on-site training with GIRESD staff and create staff meeting agendas that focus on literacy strategies GIRESD staff responsible for on-site training and coaching sessions.
2 day PD session to deliver research-based Best Practices for Reading Comprehension and Vocabulary Instruction including Writing contained in a Toolkit for the K-12 teacher to use in the general classroom with ALL students.	09/08/2011	06/08/2013	GIRESD Instruction staff Principal will seek interested staff members from all core content areas to attend.

3.1.2.1. Activity: Differentiated instruction

Activity Description: Teachers will differentiate instruction in writing through consistently providing appropriate accommodations and modifications in everyday writing instruction to ensure all students succeed in each core curricular area.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Planning time	No Funds Required	0.00	0.00

3.1.2.2. Activity: RA training of trainers

Activity Description: Staff members will participate in regional staff development at GIRESD during the 2010-2011 school year. Reading Apprenticeship (RA) will train teachers and principals to design a schoolwide approach to literacy instruction and data analysis to guide instruction. RA will train teachers in the use of effective literacy strategies for instruction across the content areas.

Activity Type: Revised

Planned staff responsible for implementing activity: -Building literacy team* to include: Principal, ELA teacher, Content area teacher will attend a 3 day session workshop and will agree to lead stafftraining in the building as designed by the team. *Mandatory participants needed for effective implementation of building-wide system of literacy instruction for adolescents.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conference expenses and sub costs	Title II Part A	0.00	0.00

3.1.2.3. Activity: On-site RA coaching

Activity Description: On-site PD 1 day training followed by subsequent release time PD for department teams (Four 1 hour sessions throughout the year to provide on-site coaching to all core content area staff members) conducted by GIRESD Trainers of Reading Apprenticeship

Activity Type: Revised

Planned staff responsible for implementing activity: Building literacy team* to include: Principal, ELA teacher, Content area teacher to organize on-site training with GIRESD staff and create staff meeting agendas that focus on literacy strategies
GIRESD staff responsible for on-site training and coaching sessions.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time sub costs	Title II Part A	0.00	0.00

3.1.2.4. Activity: Vocabulary tool kit instruction

Activity Description: 2 day PD session to deliver research-based Best Practices for Reading Comprehension and Vocabulary Instruction including Writing contained in a Toolkit for the K-12 teacher to use in the general classroom with ALL students.

Activity Type: Revised

Planned staff responsible for implementing activity: GIRESD Instruction staff
Principal will seek interested staff members from all core content areas to attend.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2011, End Date - 06/08/2013

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None at this time	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$200,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
Section 31 a	\$142,218.00	\$0.00
Title I Part A	\$279,071.00	\$0.00
Title II Part A	\$74,209.00	\$0.00

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
Ms.	Joann	Spry	Superintendent	jospry@edzone.net
Mrs.	Sandra	Russell	Principal	srussell@edzone.net
Mr.	George	Herrington	Principal	gherring@edzone.net
Mr.	Carl	Sztuczko	Principal	sztuczko@edzone.net
Mr.	Steve	Brimmer	Principal	brimmer@edzone.net
Mr.	Steve	Taylor	Business Manager	staylor@edzone.net
Mrs.	Kathy	Shepherd	Community Ed Director	kshepherd@edzone.net
Mrs.	Sherry	Koch	Title 1 Teacher	skoch@edzone.net
Mrs.	Carmen	Bajena	Special Education Teacher	cbajena@edzone.net
Mrs.	Vicki	Hammond	Physical Education Teache	vhammond@edzone.net
Mrs.	Cassie	Thelen	Parent	mrsthelen@gmail.com
Mrs.	Kelly	Bebow	BOE Member/Parent	kelly.bebow@rehmann.com
Mr.	Kevin	Laethem	Parent	klaethem@fbinsmi.com
Mr.	Kevin	Stedman	HS Counselor	kstedman@edzone.net
Mr.	Alan	Esterline	HS Teacher	esterlin@edzone.net
Mrs.	Peggy	Sztuczko	HS Special Ed Teacher	psztuczko@edzone.net
Mrs.	Beth	Philson	EL Teacher	ephilson@edzone.net
Mrs.	Jennifer	Ruble	EL Teacher	jruble@edzone.net
Mr.	Paul	Beavers	MS Counselor	pbeavers@edzone.net
Mrs.	Tracy	Seeley	MS Teacher	tseeley@edzone.net
Mrs.	Tina	Gushen	Parent	none

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

Stakeholders are involved in the planning, design, monitoring and evaluation of the district's improvement plan in a variety of venues. Open meetings of the Board of Education is one forum where ideas and information are jointly shared with our community at large. Likewise, the district also sponsors two specific council forums that meet regularly to review curricular and technology plans of the district. Each of these venues captures a wide variety of stakeholders from all levels of our district's populations.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

The curriculum council reviews course suggestions that come forward and monitors budgetary needs of the district keeping mindful of the goals of the district. Student achievement is discussed and programs are reviewed for appropriateness in terms of student success. Instructional materials are also reviewed by this council, and caution is taken to keep curriculum alignment a priority.

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

Our district website is kept up to date with the policies and school improvement plans of the district. Likewise, we publish our annual report and share our test results in the local newspapers.

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.

Position of Contact:	Superintendent, Joann Spry
Address:	113 E. Saginaw St., St. Louis, MI 48880
Telephone Number:	(989) 681-2545

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?

Administrators, teachers and other staff will need to have specific trainings in using intervention strategies in specific content areas to support improving student achievement for at-risk learners. Additional training for the same groups will also include training workshops for differentiated instruction and creating and implementing formative assessments and the use of data to support student achievement.

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

Through the use of general fund money, Title monies and at-risk funding sources, the district will be able to fund trainings, provide for substitutes and purchase materials necessary to implement the improvement plan.

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

Technology will be an important part of the the plan, in gathering the data, assisting in research, using as some of the best instructional strategies in the classroom, communicating with stakeholders, and as a tool to implement, monitor, and sustain the improvement plan.