

District Improvement Plan

School Year: 2011 - 2012

District Name: Allen Park Public Schools

ISD/RESA: Wayne RESA

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

Superintendent: Dr. John Sturock

Building Code: 82020

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 (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:	Allen Park Public Schools
ISD/RESA:	Wayne RESA
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	82020
City:	Allen Park
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

In the year 2012-13 we will see a school district that continues to be committed to excellence by:

1. Graduating students with the ability to compete in a diverse, technological, and global society.
2. Observing students that are achieving at the highest levels possible in an environment that is conducive to learning.
3. Maintaining highly skilled and highly qualified and innovative staff in all positions through appropriate training and staff development.
4. Observing technology as an integrated component in every classroom to support instruction.
5. Observing a K-12 assessment system for all students that provides immediate feedback to drive instruction.
6. Communicating regularly with a meaningful flow of information between the home, school, and community.
7. Observing fiscal responsibility that is maintained through awareness, evaluation, education and collaboration.
8. Maintaining the excellent conditions of the equipment, buildings and grounds in the Allen Park District.

Mission Statement

Allen Park Public Schools is a community committed to helping students reach their potential with the ability to creatively think as well as collaborate and thrive in a global society. We believe that our mission is to educate for lifelong learning with an uncompromising commitment to excellence.

Beliefs Statement

The Allen Park School Community believes...

All individuals have the right and the capacity to learn.

All individuals are expected to be achieving at their highest potential.

All learners deserves caring, competent, and qualified teachers.

Teaching and learning flourish in safe, clean, disciplined, and nurturing environments.

An effective curriculum is one which requires constant improvement based on student achievement data.

Family, school, and community are vital partners in the development of all learners.

Fiscal responsibility requires targeting resources for the improvement of education and accurately evaluating their effect.

Goals

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

Goal 1: Math Proficiency

Content Area: Math

Development Status: Complete

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

Gap Statement: Student proficiency in mathematics on the Fall 2010 MEAP exceeded the state average for grades 3 through 8 in a plus range of 2% to 8% with percent proficiency ranges of 83% to 97% and adequate yearly progress was made during the school year. Students with disabilities in Allen Park outperformed their state peers in grades 3 through 6, however results indicate proficiency performance 6% lower in 7th grade and 3% lower in 8th grade than state scores for these same grades. Students identified as economically disadvantaged outscored their ISD peers in grades 3 through 8 with a plus range of 5% proficient to 29%. However, these same students scored lower than their peers within the district with a range of 1% in 4th grade to 5% in 5th and 7th grade.

The performance for 11th graders in Allen Park High School (50%) on the Spring 2011 MME was above the ISD level of proficiency (39%) but 5% lower than the district results of the MME in 2010 taken by Allen Park Schools' juniors. Only 3% of the 30 students with disabilities were proficient on the MME. While there has been an increase of MME test results at the Community (alternative) School over last year (3%), the proficiency score of 11% in 2011 falls well below the AYP benchmark.

The Measures of Academic Progress (NWEA) for math was administered three times during the year to students in grades two through ten. Growth rates for the year compared to the norms of the test indicates students in grades 3 and 5 outscored their peers, while students in grade 2 and 4 were in the 83% and 84% target range. However, students in grades 6 (58.7%), 7 (73.1%) and 8 (75%) fell below the expected growth target. Also worth noting is that the females in grades 6,7, and 8 outperformed the males.

Further analysis of strands identifies in the assessments indicate geometry and measurement as a weakness in most grade levels.

Cause for Gap: The gap within the math scores is caused by the performance of students with disabilities throughout all the grade levels. In addition, a gap is caused at the middle school grades of 6,7, and 8 by the proficiency results of the male students at the middle school level. The Community School attributes the lack of instruction in geometry before the MME is administered as one of the causes for low performance.

Multiple measures/sources of data you used to identify this gap in student achievement: The sources of data that were used to determine the gap are the MEAP, MME, and Measures of Academic Progress (NWEA).

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? All students assessed on the MEAP, MME, and MAP (NWEA) in math will score at or above their peers in math by June, 2012. The administration of the Measures of Academic Progress three times throughout the year will be used to monitor progress.

Contact Name: William Holdsworth

List of Objectives:

Name	Objective
Improve math proficiency for all students and groups	All students will increase their skills in mathematics: By June, 2012, all students will be at or above the expected student growth rate as their peers on the Measures of Academic Progress assessment (NWEA).

1.1. Objective: Improve math proficiency for all students and groups

Measurable Objective Statement to Support Goal: All students will increase their skills in mathematics: By June, 2012, all students will be at or above the expected student growth rate as their peers on the Measures of Academic Progress assessment (NWEA).

List of Strategies:

Name	Strategy
Co-Teacher Training	Selected special education and general education teachers will co-teach in order to provide appropriate content to special education students in the general education environment. Training will continue to be provided at Wayne RESA for learning the best teaching practices for co-teaching. The selected teachers will be from the three secondary schools.
Delivery of Instruction for Struggling Students	Based on student achievement data, students struggling in math will receive additional instruction by a highly qualified teacher or paraprofessional. The instruction will be prescriptive and continue until success is made based upon school exiting criteria.
Evaluation of Instruction for Geometry and Measurement	All district math teachers will review data of student results from classroom, state, and national tests to determine weaknesses, adjust instruction and re-evaluate to measure progress. In areas of gaps, teachers will be trained on the CLASS A test delivery system to develop and administer strand assessments.
Increase staff understanding of the common core standards in math	Math teachers in grades K-5 will gain a deeper understanding of the common core standards for mathematics.
Staff training on how to	Teachers will be trained on how to use the web based CLASS A (Curriculum,

use CLASS A computer web based tool	Learning and Assessment for Student and School Achievement)program to create tests and analyze student state results. Training will include how to manipulate the screens and to organize the data to examine student achievement.
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1.1.1. Strategy: Co-Teacher Training

Strategy Statement: Selected special education and general education teachers will co-teach in order to provide appropriate content to special education students in the general education environment. Training will continue to be provided at Wayne RESA for learning the best teaching practices for co-teaching. The selected teachers will be from the three secondary schools.

Selected Target Areas

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

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

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

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

Other Required Information for Strategy

Dieker, Lisa. What are the characteristics of Effective middle and high school co-taught teams for students with disabilities? Preventing School Failure. Vol. 46 No. 1. Fall 2001. pgs. 14-23.

Dieker explains the five options of co-teaching that can be utilized in the general education classroom to support special education students. Deliberate instruction in all five options was studied through the use of various teams of teachers, student disabilities, and grade levels. Interviews, observations, and time records were collected to determine the qualities of effective co teaching. Most promising, besides the methods being used, were the student results. Students experienced a positive learning environment where everyone was accepted, positive perception of teaching, active learning, high expectations for behavior and academics, stronger planning, and multiple assessments.

Most crucial in this piece of research is the suggestions made at the end of the article. Dieker stresses the use of preplanning sessions, common planning time, a positive environment, defined teaching roles and expectations, and setting both academic and behavioral goals. The article creates a strong image of effective co-teaching which can be easily modeled in the classroom.

Dieker, Lisa and Wendy Murawski. "Co-Teaching at the Secondary Level: Unique Issues, Current Trends, and Suggestions for Success." *The High School Journal*. April/May 2003. pg. 1-13.

The text outlines the factors that influence co-teaching including varied structures, high standards, high-stakes testing, and diverse societies. The authors attempt to explain how co-teaching can deal with such issues and provide suggestions and strategies to enhance the effectiveness of co-teaching. In addition, the article defines what co-teaching is and is not in order to avoid potential problems.

The authors discuss the content knowledge of teachers at length. Although they may work well together, having a shared certification and content knowledge is imperative as well as having adequate and effectively used planning time. It is found that without these particulars, one teacher serves as a classroom aide instead of instructor. The strategies covered help avoid any pitfalls and increase the effectiveness of the co-taught classroom.

Keefe, Elizabeth and Veronica Moore. "The Challenge of Co-Teaching in Inclusive Classrooms at the High School Level: What the Teachers Told Us." *American Secondary Education*. 32 (3) Summer 2004. Pg. 78-88.

Highlighting the challenges of meeting special education students in a general education classroom, this article interviewed two teachers focusing on the critical issues for this particular type of room. The concerns focused on the nature of collaboration, roles and responsibilities, and outcomes. The article covers the difficulties of co-teaching and individual outcomes it can create.

The article seemed to focus on the necessity of secondary education special teachers having more in depth knowledge in specific content areas. It argued that teaching training programs need to incorporate this into their curriculum. The other focus became the importance of defining roles. Additionally, the school must be committed to co-taught inclusion. Hit or miss teaching in this manner, limits academic success.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training for teachers of co-taught classrooms	2011-10-04	2012-05-01	Special education and general education teachers in cooperative teaching classrooms Special Education Director Curriculum Director

1.1.1.1. Activity: Training for teachers of co-taught classrooms

Activity Type: Professional Development

Activity Description: Secondary general and special education teachers that co-teach will collaborate on their new learnings after viewing the Power of 2 DVD training program by Dr. Marilyn Friend and the

Co-Teach! handbook by Dr. Marilyn Friend. The trainings will occur over four half day periods during the school day with substitutes provided. An evaluation will be completed by the participants about the training and additional training needed.

Planned staff responsible for implementing activity: Special education and general education teachers in cooperative teaching classrooms
 Special Education Director
 Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-04, End Date - 2012-05-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
18 copies of Co-Teach! by Marilyn Friend for co-teaching training	Title II Part A	795.00	
Substitute Costs to release general and special ed teachers for training	Title II Part A	3,312.00	0.00
The Power of 2 Training DVD	Title II Part A	160.00	0.00

1.1.2. Strategy: Delivery of Instruction for Struggling Students

Strategy Statement: Based on student achievement data, students struggling in math will receive additional instruction by a highly qualified teacher or paraprofessional. The instruction will be prescriptive and continue until success is made based upon school exiting criteria.

Selected Target Areas

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

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

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

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world

context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Other Required Information for Strategy

Baker, S., Gersten, R., & Lee, D. A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students. Elementary School Journal, 103, 45-74, 2002.

This study was to analyze the research on the effects of interventions to improve the mathematics achievement of students considered low achieving or at risk for failure. Meta-analytic techniques were used to calculate mean effect sizes for 15 studies that met inclusion criteria. Studies were coded according to 5 categories of mathematics interventions, and effect sizes were examined on a study-by-study basis within each of these categories.

Results indicated that different types of interventions led to improvements in the mathematics achievement of students experiencing mathematics difficulty, including the following: providing teachers and students with data on student performance; using peers as tutors or instructional guides; providing clear, specific feedback to parents on their children’s mathematics success; and using principles of explicit instruction in teaching math concepts and procedures.

One of the conclusions of the 15 studies was that direct or explicit instruction had a moderately strong effect on mathematics achievement.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Direct supplemental instruction for students	2011-09-08	2012-06-13	Title I Teacher at Arno and Bennie Elementary Schools Title I Paraprofessionals at Arno and Bennie Elementary Schools At-Risk Teachers at Arno, Bennie, and Lindemann Schools At-Risk Paraprofessionals at Arno, Bennie, and Lindemann Schools Building Principals State and Federal Programs Coordinator
Inclusive education	2011-09-08	2012-06-15	General education math teachers Special education math teachers Building principal Special education director

1.1.2.1. Activity: Direct supplemental instruction for students

Activity Description: Elementary students struggling in mathematics and meeting the criteria for service will be given additional instruction by a teacher or paraprofessional. Progress will be monitored to fulfill specific criteria for exiting services.

Service will be provided one-on-one or small group and funded through state (Section 31a funds) or

federal funds for students at Arno and Bennie Schools (Title IA Targeted Assistance)

Evaluation of services will be made based on the effectiveness and student achievement of the program provided to students.

Planned staff responsible for implementing activity: Title I Teacher at Arno and Bennie Elementary Schools

Title I Paraprofessionals at Arno and Bennie Elementary Schools
 At-Risk Teachers at Arno, Bennie, and Lindemann Schools
 At-Risk Paraprofessionals at Arno, Bennie, and Lindemann Schools
 Building Principals
 State and Federal Programs Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salaries of At-Risk Teachers and Paraprofessionals	Section 31 a	457,636.00	0.00
Salaries of Title I Teacher and Paraprofessionals	Title I Part A	177,408.00	0.00

1.1.2.2. Activity: Inclusive education

Activity Description: Placement of students qualifying for special education services in math will be first considered placement in a general education classroom and math curriculum supported by the general education teacher and special education teacher in grades six through twelve. Additional support will be provided by the learning lab. Progress will be monitored and goals of individual educational plan will be followed by designated case manager. Evaluation of this practice will be measured by the success of students in the program placement.

Planned staff responsible for implementing activity: General education math teachers
 Special education math teachers
 Building principal
 Special education director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Learning lab/resource room assistance	General Funds	27,000.00	0.00

1.1.3. Strategy: Evaluation of Instruction for Geometry and Measurement

Strategy Statement: All district math teachers will review data of student results from classroom, state, and national tests to determine weaknesses, adjust instruction and re-evaluate to measure progress. In areas of gaps, teachers will be trained on the CLASS A test delivery system to develop and administer strand assessments.

Selected Target Areas

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

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

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

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

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

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

Other Required Information for Strategy

Bruce Wellman and Laura Lipton. Data Driven Dialogue. MiraVia, 2004

This text outlines various methods to use in analyzing student data and how a team can collaborate in a safe environment and remain focused in order to make judgements of data demonstrating students strengths and weaknesses.

CLASS A System (Curriculum, Learning and Assessment for Student and School Achievement), powered by Datawise, INC., is a cutting-edge technology tool that features two powerful capabilities for Wayne County Educators. The system will assist educators to develop pupil assessments aligned with state and national curriculum standards. The system also provides sophisticated performance analysis tools for educators to examine student learning and improve instructional practice. As called for in Strand Five of the Michigan School Improvement Framework, CLASS A is designed for one primary purpose - to actively organize and connect data to increase student achievement.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collaboration for student results	2011-10-04	2012-05-01	All Building Principals All Teaching Staff
Delivery of math assessment	2011-09-12	2012-05-18	Math teachers of 2nd through 10th grades and 11th and 12th at the Community School Building Principals Curriculum and Technology Director

1.1.3.1. Activity: Collaboration for student results

Activity Type: Professional Development

Activity Description: The district will provide seven early release dates to allow teachers to collaborate with each other about the data reflecting the progress of this goal. A facilitator of each group will be identified to lead the discussion. The discussion will include the analysis of assessments and what actions can be taken to improve student achievement. An evaluation will completed by the participants about the training and additional training needed.

Planned staff responsible for implementing activity: All Building Principals
All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-04, End Date - 2012-05-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time for Collaboration of Math Instruction	No Funds Required		

1.1.3.2. Activity: Delivery of math assessment

Activity Description: All math teachers of grades two through ten will administer the math inventory of the Measures of Academic Progress to monitor student progress in measurement and geometry within a five week window period in the Fall, Winter, and Spring. The evaluation of this activity will be measured by the student achievement growth of students and how the information translate to corrections in student instruction.

Planned staff responsible for implementing activity: Math teachers of 2nd through 10th grades and 11th and 12th at the Community School Building Principals
Curriculum and Technology Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-05-18

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Purchase of Measures of Academic Progress Licenses	General Funds	33,000.00	0.00

1.1.4. Strategy: Increase staff understanding of the common core standards in math

Strategy Statement: Math teachers in grades K-5 will gain a deeper understanding of the common core standards for mathematics.

Selected Target Areas

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.6 Allocates and protects instructional time to support student learning
3.8 Supports the implementation of interventions to help students meet expectations for student learning

Other Required Information for Strategy

Deborah Loewenberg Ball and Hyman Bass. Making Mathematics Reasonable in School. A Research Companion to Principals and Standards for School Mathematics, pp. 27-44. 2003.

This research examines the importance of mathematic reasoning in the instruction to learners. It is not only important to know mathematical procedures and formulas but also to make sense of the information, making it real and useful. The authors provide a framework for mathematical reasoning which includes two foundations: public knowledge, claims and arguments that are based within some context and commonly shared and secondly, the language of mathematics, which are the symbols, procedures, and decoding ideas that are tools to communicate for constructing mathematical knowledge. The authors conclude that students must be engaged in math reasoning such as having students justify their thoughts and giving validity to responses. In order for students to engage in math reasoning, pedagogical practice must change and thus the need for teacher training.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff training of common core math standards	2011-09-15	2012-05-25	Math teacher representatives in grades K through 5 Elementary Building Principals Curriculum Director

1.1.4.1. Activity: Staff training of common core math standards

Activity Type: Professional Development

Activity Description: Teams of grade level staff will attend a workshop to be held at Wayne RESA to gain an understanding of the math common core standards with an emphasis on the eight mathematical practices. The trained staff will bring the information back to their school to share with peers in grade level meetings. An evaluation will completed by the participants about the training and additional training needed.

Planned staff responsible for implementing activity: Math teacher representatives in grades K through 5
Elementary Building Principals
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-15, End Date - 2012-05-25

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff registration fee to attend CCS workshops at Wayne RESA	Title II Part A	1,200.00	
Substitutes to release teachers for CCS workshops	Title II Part A	1,104.00	

1.1.5. Strategy: Staff training on how to use CLASS A computer web based tool

Strategy Statement: Teachers will be trained on how to use the web based CLASS A (Curriculum, Learning and Assessment for Student and School Achievement) program to create tests and analyze student state results. Training will include how to manipulate the screens and to organize the data to examine student achievement.

Selected Target Areas

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

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

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

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

Other Required Information for Strategy

Strand 5 of the Michigan School Improvement Framework requires the collection and organizing of data.

Professional Learning in the Learning Profession: A Status Report on Teacher Development in the U.S. and Abroad/Technical Report, National Staff Development Council, February 2009.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training of CLASS A	2011-10-05	2012-05-02	Upper elementary, Community School, and High School math teachers Teacher trainers Curriculum Director Building Principals

1.1.5.1. Activity: Training of CLASS A

Activity Type: Professional Development

Activity Description: Math teachers at the high school, community school, and upper elementary school will receive training outside of the school day on the CLASS A system in connection with Nettrekker. Training will be facilitated by the District Curriculum Director and Teacher Trainers within the district. Training will be held in district with a stipend for teachers attending. An evaluation will be completed by the participants about the training and additional training needed.

Planned staff responsible for implementing activity: Upper elementary, Community School, and High School math teachers
 Teacher trainers
 Curriculum Director
 Building Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-05, End Date - 2012-05-02

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Stipends for outside of school training	Title II Part A	1,200.00	0.00

Goal 2: Reading Proficiency

Content Area: English Language Arts

Development Status: Complete

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

Gap Statement: The reading results for district students in grades 3 through 5 on the Fall 2010 MEAP remain above the state and ISD average and have increased from last year to 95% proficiency for 3rd grade, remained static at 88% for 4th grade, and 5th grade saw a decrease by 3% to 90% proficiency. In contrast when comparing results of students with disabilities and those without, 74% of students with disabilities in grade 3 were proficient, a difference of 24 percentage points for students without disabilities (98%). For students with disabilities in grade 4 there is a 33% point gap and in grade 5 there is a 33% point gap. We see similar patterns in reviewing the middle school grades with a 32 point gap (60% to 93%) for 6th grade students, 44 point gap for 7th grade students, and a 51 point gap for 8th grade students.

In the Fall 2010 MEAP, females tested higher than males in reading at all grade levels from grades 3 to 8. The largest discrepancy was in 7th grade with a 14% point difference and 4th grade with a 12% point difference. The total percentage of students, identified as economically disadvantaged scoring proficient, was just below their peers in all grade levels. The major discrepancy between students identified as Hispanic and those not, was in 4th grade with a 21% point difference.

Results of the MAP (Measures of Academic Progress/NWEA) show similar results to those of the MEAP for

grades 3 through 8. One indicator that is reflected with the MAP results is the expected growth from fall 2010 to spring 2011. Whereas the results of the MEAP measured the skills of students in the Fall, MAP results reflect the student academic growth for the entire 2010-11 school year. This set of results indicated that students in grades 3, 4, 5, and 8 exceeded the norm of their peers. While the students, as a group, fell below the expected student growth in grades 2, 6, 7, 9, and 10.

The results of the MAP also indicate that students were weakest in word recognition/word study in grades 2 and 3 and comprehension in grades 4 through 10. The community school results indicated a weakness in narrative text for the 11th and 12th grade students tested.

The Developmental Reading Assessment (DRA) is used in grades one through three to measure literacy skills of our students. In June, 2011, 76% of first graders were on reading grade level while 24% were not. 78% of tested 2nd graders finished the school on grade level while 22% were not on grade level. 89% of third grade students were on grade level while 11% were not on grade level in June, 2011. Teachers report that the literacy areas of retelling and comprehending as once again being the greatest weakness for our students.

The Spring 2011 MME results indicated that the 11th grade students dropped 2% points from 2010 to 65% proficiency. The percent proficient of students with disabilities was 20% as a district with high school scoring at 30% and community school scoring at 0%. Unlike previous years, males outperformed females by 8%. Students identified as economically disadvantaged scored 22% lower (50% to 72%) than their non-economically disadvantaged peers in reading.

Cause for Gap: Students with a disability continues to be a concern and an area of need for support throughout all grade levels. Males also scored lower than females in the assessment results.

At the secondary level throughout the non-english content areas, vocabulary and comprehension is an area of need to strengthen while word study and word recognition are identified as a weakness for 2nd and 3rd grade students.

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

MME

Measures of Academic Progress (NWEA)

Developmental Reading Assessment

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? The Developmental Reading Assessment (DRA) will be administered to students in grades one, two, and three in the fall, winter, and spring of the 2011-12 school year. The Measures of Academic Progress (NWEA) will be administered three times during the year to all students in grades 2 through 10 to measure progress in literacy.

The results of these assessments will be recorded and analyzed by teachers and administrators to adjust instruction with the goal that students will outpace their peers at the state level in reading on the MEAP and MME. In addition, we expect to have students reading at grade level in grades one, two, and three using the DRA as our tool for measurement. We also expect to have our students' academic growth within the 90% level when compared to the norm for MAP/NWEA.

Contact Name: William Holdsworth

List of Objectives:

Name	Objective
Improve reading proficiency	All students will increase their reading skills: By June of 2012, students in grades one, two, and three will be reading at grade level as measured by the Developmental Reading Assessment (DRA). Students in fourth grade through tenth grade will meet or exceed their growth ability as compared to the norm of the Measures of Academic (MAP/NWEA) assessment.

2.1. Objective: Improve reading proficiency

Measurable Objective Statement to Support Goal: All students will increase their reading skills: By June of 2012, students in grades one, two, and three will be reading at grade level as measured by the Developmental Reading Assessment (DRA). Students in fourth grade through tenth grade will meet or exceed their growth ability as compared to the norm of the Measures of Academic (MAP/NWEA) assessment.

List of Strategies:

Name	Strategy
Assistive Technology Training	Teachers of special education will be trained in Assistive Technology through the use of Premier Reading Made EZ software. This literacy tool software, loaded on computers, will give a tool for students for reading and math instruction. Through the training, teachers will be able to train and assist students how to use this tool when performing reading, math, and research related activities.
Delivery Instruction for Struggling Learners	For struggling learners, tutorial services will be provided by highly qualified teachers and paraprofessionals funded through Title IA and Section 31A funds. These services will be provided in all core academic areas.
Professional Development for Administrators	School administrators and central office administrators for academics will participate in administrative leadership training facilitated by an external consultant to learn leadership strategies in order to support the school community in meeting the goals, objectives, strategies, and activities of the entire district school improvement plan.
Strategic Reading Instruction	Based on the assessment results of students in reading, teachers at varying grade level will receive training in specific areas of literacy to increase their skills and strategies to use with students. The trainings will teach basic literacy strategies for the young student as well as the student at the high school level, including the alternative high school.

2.1.1. Strategy: Assistive Technology Training

Strategy Statement: Teachers of special education will be trained in Assistive Technology through the use of Premier Reading Made EZ software. This literacy tool software, loaded on computers, will give a tool for students for reading and math instruction. Through the training, teachers will be able to train and assist

students how to use this tool when performing reading, math, and research related activities.

Selected Target Areas

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

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

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

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

Other Required Information for Strategy

U.S. Office of Special Education Programs. Ideas that Work. Executive Summary of the Synthesis on the Selection and Use of Assistive Technology 2009.

This summary examined forty-seven assistive technology projects and recommended seven best practices in implementing effective strategies in selecting and using assistive technology. Recommendations include strong leadership at the district and building level to promote the vision and excitement about the strategy and the involvement of teachers, students, and families. Monitoring the program and seeking out indicators for effectiveness is critical to measure the success of the intervention. In order for students and teachers to feel comfortable with the technology, they must feel there is the support that the technology will work and training is provided. The recommendations conclude by stating that the real focus is not on the technology, the tool, but on student learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assistive technology staff training of premier reading made ez	2011-09-27	2012-03-16	Director of Special Education Wayne ATRC Staff Special education and general education co-teachers Building Principals

2.1.1.1. Activity: Assistive technology staff training of premier reading made ez

Activity Type: Professional Development

Activity Description: Special and general education co-teachers will be receive an overview and hands-on training of the Premier Assistive Reading Made E program. The training will be conducted by Wayne RESA Assistive Technolgy Resource Center Staff. An evaluation will completed by the participants about the training and additional training needed.

Planned staff responsible for implementing activity: Director of Special Education
Wayne ATRC Staff
Special education and general education co-teachers
Building Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-27, End Date - 2012-03-16

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute costs to release 20 teachers	Title II Part A	1,840.00	0.00

2.1.2. Strategy: Delivery Instruction for Struggling Learners

Strategy Statement: For struggling learners, tutorial services will be provided by highly qualified teachers and paraprofessionals funded through Title IA and Section 31A funds. These services will be provided in all core academic areas.

Selected Target Areas

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

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

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

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant

instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

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

Other Required Information for Strategy

"Response to Intervention: Enhancing the Learning to All Children" Michigan Association of Administrators of Special Education 2007

National Center for Educational Evaluation and Regional Assistance. Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse. 2009. Pp. 40-46.

The article reviewed eleven studies that measured the effect on intensive, systematic reading instruction in small groups that were screened and determined to be struggling readers. The results indicated there is strong evidence that intensive instruction not only made an impact on decoding but also comprehension and vocabulary.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Direct supplemental instruction for students	2011-09-07	2012-06-13	Title I Teacher at Arno and Bennie Elementary Schools Title I Paraprofessionals at Arno and Bennie Elementary Schools At-Risk Teachers at Arno, Bennie, and Lindemann Elementary Schools At-Risk Paraprofessionals at Arno, Bennie, and Lindemann Elementary Schools Principals of Arno, Bennie, and Lindemann School Federal and State Programs Coordinator

2.1.2.1. Activity: Direct supplemental instruction for students

Activity Description: Elementary students struggling in reading and meeting the criteria for service will be given additional instruction by a teacher or paraprofessional. Progress will be monitored to fulfill specific criteria for exiting services.

Service will be provided one-on-one or small group and funded through state (Section 31a funds) or federal funds for students at Arno and Bennie Schools (Title IA Targeted Assistance)

Evaluation of success will be based on the student achievement of students as it relates to exiting criteria established at the schools.

Planned staff responsible for implementing activity: Title I Teacher at Arno and Bennie Elementary Schools

Title I Paraprofessionals at Arno and Bennie Elementary Schools

At-Risk Teachers at Arno, Bennie, and Lindemann Elementary Schools

At-Risk Paraprofessionals at Arno, Bennie, and Lindemann Elementary Schools

Principals of Arno, Bennie, and Lindemann School

Federal and State Programs Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional reading supplies at Arno and Bennie Schools	Title I Part A	1,437.00	
Salaries for At-Risk Staff at Arno, Bennie, and Lindemann Schools	Section 31 a	325,000.00	0.00
Salaries for Title I Staff at Bennie and Arno Schools	Title I Part A	205,000.00	0.00

2.1.3. Strategy: Professional Development for Administrators

Strategy Statement: School administrators and central office administrators for academics will participate in administrative leadership training facilitated by an external consultant to learn leadership strategies in order to support the school community in meeting the goals, objectives, strategies, and activities of the entire district school improvement plan.

Selected Target Areas

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

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

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

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

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

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

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

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

Indicator 8 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.

Indicator 9 District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Other Required Information for Strategy

Sloan Weitzel. Center for Creative Leadership and Jossey Bass. Three Keys to Effective Feedback. Leadership in Action. July/August 2000.

The author states the SBI technique in providing effective feedback to others that is specific, behavior oriented, and gives the impact of his/her actions. This technique allows for effective feedback in that it is not vague and based on a behavior. The author also emphasizes the importance of how feedback is delivered keeping in consideration one's body language, voice tone, word choice, and emphasizing how the behavior has impacted you.

Jane L. David. Classroom Walk-Throughs. Educational Leadership. December 2007/January 2008 pp. 81-82.

Jane David provides a working definition of classroom walk-throughs. She cites six different studies that provide support for this practice but also give suggestions that will make walk-throughs effective. She summarized here findings that walk-throughs can be very helpful when connected with school or district initiatives and supported by staff development.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Administrative leadership training	2011-09-21	2012-05-18	Building Principals Central Office Academic Administrators Superintendent

2.1.3.1. Activity: Administrative leadership training

Activity Type: Professional Development

Activity Description: Nancy Colflesh will facilitate the administrative leadership program for building principals and central office academic administrators. The team will meet on three days between September, 2011 and May, 2012. The training will include building a sustaining community of learners, conducting intentional conversations and confrontations, improving skills for problem solving, conducting learning walks, and using four supervisory approaches for developing teacher reflection and growth in order to promote student achievement. An evaluation will completed by the participants about the training and additional training needed.

Planned staff responsible for implementing activity: Building Principals
Central Office Academic Administrators
Superintendent

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-21, End Date - 2012-05-18

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Payment for Nancy Colflesh, Facilitator	Title II Part A	4,395.00	0.00
Supplies (binders and copy paper)	Title II Part A	100.00	0.00

2.1.4. Strategy: Strategic Reading Instruction

Strategy Statement: Based on the assessment results of students in reading, teachers at varying grade level will receive training in specific areas of literacy to increase their skills and strategies to use with students. The trainings will teach basic literacy strategies for the young student as well as the student at the high school level, including the alternative high school.

Selected Target Areas

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

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

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

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

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

Other Required Information for Strategy

Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., & Torgesen, J. ?Improving adolescent literacy: Effective classroom and intervention practices: A practical guide.? Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. PDF.

The literacy guide provides five recommendations for improved adolescent literacy. The recommendations include explicit vocab instruction, comprehension strategy instruction, opportunities for extended discussion of text meaning and interpretation, student motivation and engagement, and availability of individualized interventions for struggling readers. Each recommendation provides researched reasons for improvement, examples of implementation, and potential obstacles to overcome.

The guide includes a multiple page works consulted. Each recommendation utilizes numerous sources and practical suggestions for everyday practice. The format of the text is easy enough that a teacher could pick up a recommendation and run with it all in one day.

Marzano, Robert J. et al. A Handbook for Classroom Instruction that Works. Print. Association for Supervision and Curriculum Development. Alexandria VA, 2001.

The Marzano workbook contains various methods for the teaching of new vocabulary and concepts to students using a variety of methods. The emphasis is on the classification of information, using graphic organizers and rubrics, and self and peer reflection, so students retain what they have learned. There are a multitude of approaches with many cross-curricular examples for teachers to emulate. The related resource list in the back details numerous audio, video, online and print sources to supplement the ideas presented in the workbook. This list gives established, researched practices related to any idea in the workbook.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Strategic reading instruction for teachers	2011-11-08	2012-05-02	English teachers in grades 4-8 Building Principals Curriculum Director
Training of common core standards in ELA	2011-09-26	2011-09-29	ELA High School Teachers ELA Middle School Teachers

2.1.4.1. Activity: Strategic reading instruction for teachers

Activity Type: Professional Development

Activity Description: All english teachers in grade four through eight will receive strategic and explicit literacy training, including comprehension strategies, from external literacy consultant on three separate full days in district. Teachers will be required to used taught strategies in their lessons and give feedback at their next training session. An evaluation will completed by the participants about the training and additional training needed.

Planned staff responsible for implementing activity: English teachers in grades 4-8
Building Principals
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-11-08, End Date - 2012-05-02

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes for Strategic Reading Instruction	Title II Part A	14,100.00	0.00

2.1.4.2. Activity: Training of common core standards in ELA

Activity Type: Professional Development

Activity Description: One day overview training will be provided at Wayne RESA for ELA Middle and High School teachers on the ELA common core standards. The ELA teachers will be expected to report back to other content area teachers to deepen their understanding of these new standards and begin to integrate the standards into their lessons and curriculum maps.

Planned staff responsible for implementing activity: ELA High School Teachers
 ELA Middle School Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-26, End Date - 2011-09-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Registration cost for common core training in ELA	Title II Part A	400.00	
Substitute cost to release teachers for core common standard training	Title II Part A	920.00	

Goal 3: Science Proficiency

Content Area: Science

Development Status: Complete

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

Gap Statement: The Fall 2010 5th grade MEAP results indicate an increase from last year to 88% of the students scoring proficient. The 5th grade district students outperformed their peers at the ISD level by 22 percentage points and their peers at the state level by 10 percentage points. The males and females scored pretty equal with only a two point difference. The students identified as economically disadvantaged scored 14 percentage points lower and students with disabilities scored 32 percentage points lower.

The Fall 2010 8th grade MEAP results indicate a drop of a percent from last year to 76% of the students scoring proficient. The 8th grade district students outperformed their peers at the ISD level by 8 percentage points but fell 2 points below their peers at the state level. Similar to the 5th grade, the difference in percent proficient was 2 points. The students identified as economically disadvantaged scored 3 percentage points lower while students with disabilities scored 51 points lower than those without disabilities.

Spring 2011 MME results indicate an increase of 3 percentage points to 65% of the students scoring proficient (High School 72% and Community alternative school 13%) Males outperformed females by 7 percentage points while 2 percentage points stood between students identified as economically disadvantaged and those that are not. Results indicate there is a 57 percentage point gap for students with disabilities and broken down to a difference of 55 percentage points at the High School.

In reviewing the item analysis of both MEAP and MME, there appears not to be a weakness in one strand over another.

Cause for Gap: The data reflects that students identified as economically disadvantaged and those with disabilities perform less than their peers at 5th grade but the gap narrows and the 8th and 11th grade. The greatest gap is between students with disabilities and those that do not have disabilities.

The cause in the gap of performance by students with disabilities and those without can be attributed to the differences in content of the curriculum that is offered to students. Co-teaching has been implemented this past year and needs to continue for strengthening the differentiation within the lessons.

Multiple measures/sources of data you used to identify this gap in student achievement: The MEAP and MME were used to determine the gaps in student achievement.

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? The ultimate criteria for success is for 100% of our students tested in grades 5, 8, and 11 will all be proficient on their state assessments, the MEAP and MME. The immediate criteria will be to see results in which the gap between students with and without disabilities decreases.

As common assessments are developed at the grade levels, it is expected that this data will be used to measure the progress of students.

Contact Name: William Holdsworth

List of Objectives:

Name	Objective
Increase science proficiency for all students and student groups.	All students will increase their skills in science. Student achievement on the 5th grade science MEAP will increase by at least 3%; 8th grade science by at least 3%, 11th grade science by 3% by June of 2012. The proficiency gap between students with and without disabilities on the science 5th grade and 8th grade MEAP and and 11th grade MME will decrease by at least 10 percentage points. This will be accomplished by the increase of inquiry based science lessons, measured through common assessments, co-teaching, and teacher trainings to increase hands-on science labs for all students.

3.1. Objective: Increase science proficiency for all students and student groups.

Measurable Objective Statement to Support Goal: All students will increase their skills in science. Student achievement on the 5th grade science MEAP will increase by at least 3%; 8th grade science by at least 3%, 11th grade science by 3% by June of 2012. The proficiency gap between students with and without disabilities on the science 5th grade and 8th grade MEAP and and 11th grade MME will decrease by at least 10 percentage points. This will be accomplished by the increase of inquiry based science lessons, measured through common assessments, co-teaching, and teacher trainings to increase hands-on science labs for all students.

List of Strategies:

Name	Strategy
Added instruction for struggling readers	For struggling learners, tutorial services will be provided by highly qualified teachers and paraprofessionals funded through Title IA and Section 31A funds. These services will be provided in all core academic areas.

Staff training to increase science skills in inquiry lessons	Science teachers in grades four and five will increase the number of hands-on science labs based on the grade level content expectations through their attendance and participation in the tri-county science trainings held at the Ford Center in Royal Oak throughout the school year. The purpose of the strategy is to increase opportunities for students to involve themselves, as well as collaborating with their peers, for hands-on, minds-on science inquiry.
Teacher training for co-teaching	Selected special education and general education secondary science teachers will co-teach in order to provide appropriate content to special education students in the general education environment. Training will be provided at Wayne RESA for learning the best teaching practices for co-teaching. The selected teachers will be from secondary schools.

3.1.1. Strategy: Added instruction for struggling readers

Strategy Statement: For struggling learners, tutorial services will be provided by highly qualified teachers and paraprofessionals funded through Title IA and Section 31A funds. These services will be provided in all core academic areas.

Selected Target Areas

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

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

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

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

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

Other Required Information for Strategy

National Center for Educational Evaluation and Regional Assistance. Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse. 2009. Pp. 40-46.

The article reviewed eleven studies that measured the effect on intensive, systematic reading instruction in small groups that were screened and determined to be struggling readers. The results indicated there is strong evidence that intensive instruction not only made an impact on decoding but also comprehension and vocabulary.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Direct supplemental instruction for students	2011-09-07	2012-06-13	Title I Teacher at Arno and Bennie Elementary Schools Title I Paraprofessionals at Arno and Bennie Elementary Schools At-Risk Teachers at Arno, Bennie, and Lindemann Schools At-Risk Paraprofessionals at Arno, Bennie, and Lindemann Schools Building Principals State and Federal Programs Coordinator

3.1.1.1. Activity: Direct supplemental instruction for students

Activity Description: Elementary students struggling in reading within the content area of science and meeting the criteria for service will be given additional instruction by a teacher or paraprofessional. Progress will be monitored to fulfill specific criteria for exiting services.

Service will be provided one-on-one or small group and funded through state (Section 31a funds) or federal funds for students at Arno and Bennie Schools (Title IA Targeted Assistance)

Evaluation of services will be made based on the effectiveness and student achievement of the program provided to students

Planned staff responsible for implementing activity: Title I Teacher at Arno and Bennie Elementary Schools

Title I Paraprofessionals at Arno and Bennie Elementary Schools
At-Risk Teachers at Arno, Bennie, and Lindemann Schools
At-Risk Paraprofessionals at Arno, Bennie, and Lindemann Schools
Building Principals
State and Federal Programs Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salaries of Title I Teachers and Paraprofessionals	Title I Part A	1.00	0.00
Salary of At-Risk Teacher and Paraprofessionals	Section 31 a	1.00	

3.1.2. Strategy: Staff training to increase science skills in inquiry lessons

Strategy Statement: Science teachers in grades four and five will increase the number of hands-on science labs based on the grade level content expectations through their attendance and participation in the tri-county science trainings held at the Ford Center in Royal Oak throughout the school year. The purpose of the strategy is to increase opportunities for students to involve themselves, as well as collaborating with their peers, for hands-on, minds-on science inquiry.

Selected Target Areas

- Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.
- Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.
- Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.
- Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Other Required Information for Strategy

Francis X. Sutman, Matthew H. Bruce, Patricia N. May, Robert McConaghy, and Sally K. Nolt. Hands-on Science and Basic Skills Learning by Culturally and Academically Diverse Students: A Test of the IALS. Journal of Curriculum and Supervision. Summer 1997 pp.356-366.

The authors performed a study with elementary students and staff in three different schools using the Integrated Activity Learning Sequence (IALS) in one school along with the other two schools serving as a

control group. IALS, an instructional learning approach promotes research that promotes the use of hands-on, minds-on, and investigative type activities for the learning of science. The IALS approach emphasize the following strategies: teachers cooperate in planning for instruction, students experience hands-on, minds-on science investigations in a group format, students develop math skills through the investigations, teachers and students are immersed in whole language, students engage in cooperation with each other, students from various cultures and ethnicities are treated equally, and both students and teachers are engaged in assessment.

The experimental group received instructional in IALS for 8-10 weeks, whereas the control groups did not. The students in the one control group received instruction through their science textbook about magnets and magnetism while the second group did not engage in any instruction. Students in all groups were assessed on basic skills in mathematics and science. The researchers concluded that students using the IALS scored academically equal or more than the students in the two control groups. In addition, it was concluded that after receiving professional development, non-science elementary teachers were able to design instruction using the Integrated Activity Learning Sequence format.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Attend science workshop trainings	2010-10-18	2011-03-31	School Principals and Curriculum Director
Middle and Elementary School training on science probe instruments	2011-09-28	2011-11-09	Middle School Science Teachers Building Principal Curriculum Director

3.1.2.1. Activity: Attend science workshop trainings

Activity Description: Elementary and secondary teacher representatives will attend tri-county hands-on training workshops on the specific science strands for their grade or subject area during the 2010-11 school year. The trainings scheduled will be specific to the areas of weaknesses identified in the student achievement data. Attending staff will be required to share the information from the training to other science teachers in the grade or content specific area.

Planned staff responsible for implementing activity: School Principals and Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-18, End Date - 2011-03-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Contracted Substitutes for science hands-on workshops	Title II Part A	2,576.00	
Registration costs to attend science hands-on workshops	Title II Part A	800.00	0.00

3.1.2.2. Activity: Middle and Elementary School training on science probe instruments

Activity Type: Professional Development

Activity Description: Training on the use of science probe instruments will be conducted in district for teachers in grades 5 through 8. The probes will be used within labs that can be conducted with students.

Planned staff responsible for implementing activity: Middle School Science Teachers
 Building Principal
 Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-28, End Date - 2011-11-09

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Contracted services of trainer for science probe training	Title II Part A	2,600.00	
Contracted substitutes to release teachers for science probe trainings	Title II Part A	2,576.00	

3.1.3. Strategy: Teacher training for co-teaching

Strategy Statement: Selected special education and general education secondary science teachers will co-teach in order to provide appropriate content to special education students in the general education environment. Training will be provided at Wayne RESA for learning the best teaching practices for co-teaching. The selected teachers will be from secondary schools.

Selected Target Areas

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

abilities of all students.

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

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

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

Other Required Information for Strategy

Dieker, Lisa. What are the characteristics of Effective middle and high school co-taught teams for students with disabilities? Preventing School Failure. Vol. 46 No. 1. Fall 2001. pgs. 14-23.

Dieker explains the five options of co-teaching that can be utilized in the general education classroom to support special education students. Deliberate instruction in all five options was studied through the use of various teams of teachers, student disabilities, and grade levels. Interviews, observations, and time records were collected to determine the qualities of effective co teaching. Most promising, besides the methods being used, were the student results. Students experienced a positive learning environment where everyone was accepted, positive perception of teaching, active learning, high expectations for behavior and academics, stronger planning, and multiple assessments.

Most crucial in this piece of research is the suggestions made at the end of the article. Dieker stresses the use of preplanning sessions, common planning time, a positive environment, defined teaching roles and expectations, and setting both academic and behavioral goals. The article creates a strong image of effective co-teaching which can be easily modeled in the classroom.

Dieker, Lisa and Wendy Murawski. ?Co-Teaching at the Secondary Level: Unique Issues, Current Trends, and Suggestions for Success. The High School Journal. April/May 2003. pg. 1-13.

The text outlines the factors that influence co-teaching including varied structures, high standards, high-stakes testing, and diverse societies. The authors attempt to explain how co-teaching can deal with such issues and provide suggestions and strategies to enhance the effectiveness of co-teaching. In addition, the article defines what co-teaching is and is not in order to avoid potential problems.

The authors discuss the content knowledge of teachers at length. Although they may work well together, having a shared certification and content knowledge is imperative as well as having adequate and effectively used planning time. It is found that without these particulars, one teacher serves as a classroom aide instead of instructor. The strategies covered help avoid any pitfalls and increase the effectiveness of the co-taught classroom.

Keefe, Elizabeth and Veronica Moore. The Challenge of Co-Teaching in Inclusive Classrooms at the High School Level: What the Teachers Told Us. American Secondary Education. 32 (3) Summer 2004. Pg. 78-88.

Highlighting the challenges of meeting special education students in a general education classroom, this article interviewed two teachers focusing on the critical issues for this particular type of room. The concerns focused on the nature of collaboration, roles and responsibilities, and outcomes. The article covers the difficulties of co-teaching and individual outcomes it can create.

The article seemed to focus on the necessity of secondary education special teachers having more in depth knowledge in specific content areas. It argued that teaching training programs need to incorporate this into their curriculum. The other focus became the importance of defining roles. Additionally, the school must be committed to co-taught inclusion. Hit or miss teaching in this manner, limits academic success.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiation Training	2011-09-27	2012-05-08	Community School Teachers Building Principal
Teacher training for co-teaching best practices	2010-10-20	2010-12-17	Secondary science general education and special education teachers Building principals Special education director Curriculum director

3.1.3.1. Activity: Differentiation Training

Activity Type: Professional Development

Activity Description: Community School teachers will use the DVD series from HOPE Foundation titled, Creating Equity and Excellence for All Learners through Differentiated Instruction and the text, Failure Is Not An Option, to understand how to differentiated their lessons for students attending the district's alternative high school, Community School. The training will be done on early release days and after school stipend paid dates to be determined.

Planned staff responsible for implementing activity: Community School Teachers Building Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-27, End Date - 2012-05-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Stipend for Differentiation Training	Title II Part A	656.00	
Training DVD series and Failure Is Not An Option books	Title II Part A	975.00	

3.1.3.2. Activity: Teacher training for co-teaching best practices

Activity Description: Secondary science general education and special education teachers will attend a two-day co-teaching workshop at Wayne RESA.

Planned staff responsible for implementing activity: Secondary science general education and special education teachers
Building principals
Special education director
Curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-20, End Date - 2010-12-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Registration costs for training	Title II Part A	600.00	0.00
Substitute teachers	Title II Part A	2,200.00	0.00

Goal 4: Social Studies Proficiency

Content Area: Social Studies

Development Status: Complete

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

Gap Statement: Results of the 6th grade 2010 social studies MEAP reflect 80% of the students scoring proficient which is a 3% increase from 2009 testing. The performance of the district students is 16 percentage points above their peers in the ISD and 5 percentage points above their peers in the state. The students with disabilities scored 14 percentage points higher than the 2009 6th graders with a 44% proficiency rate, which is 8 percentage points higher than their ISD peers but 1 percentage point lower than their peers at the state level.

Cause for Gap: The middle school social studies teachers report that based on their classroom assessments and

observations, students demonstrate a weakness in comprehending the written content within the text. The teachers feel they need to learn and use literacy strategies for students to comprehend the material.

The low scoring of the students with disabilities is attributed to the special education curriculum not being aligned to the general education curriculum. This past year, there were beginnings of co-teaching of general and special education. However, teachers expressed that there is a need to strengthen the differentiation of lessons.

Teachers also identified that there is a gap in the alignment of the curriculum with a need to utilize grade level common assessments to identify areas in which students are under achieving. Further training of the state curriculum is needed to close the alignment gap with the district social studies curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP and MME data from the past three years, teacher classroom assessments, and teacher observation was used to identify the gap in student achievement.

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? While continuing to examine MEAP and MME results, the analysis of common assessments horizontally and vertically will be used to monitor this goal.

Contact Name: William Holdsworth

List of Objectives:

Name	Objective
Increase social studies proficiency for all students and student groups.	All elementary students will improve their skills in social studies: Student proficiency on the social studies grade level common assessments and MEAP will increase for 6th grade by 5% (77% to 82%)by June, 2012. Through explicit reading instruction for elementary students in the context of social studies, students will be better prepared to grasp concepts and ideas within social studies.

4.1. Objective: Increase social studies proficiency for all students and student groups.

Measurable Objective Statement to Support Goal: All elementary students will improve their skills in social studies: Student proficiency on the social studies grade level common assessments and MEAP will increase for 6th grade by 5% (77% to 82%)by June, 2012. Through explicit reading instruction for elementary students in the context of social studies, students will be better prepared to grasp concepts and ideas within social studies.

List of Strategies:

Name	Strategy
Delivery instruction for struggling	Based on student achievement data, students struggling in math will receive additional instruction by a highly qualified teacher or paraprofessional. The instruction will be

learners | prescriptive and continue until success is made based upon school exiting criteria.

4.1.1. Strategy: Delivery instruction for struggling learners

Strategy Statement: Based on student achievement data, students struggling in math will receive additional instruction by a highly qualified teacher or paraprofessional. The instruction will be prescriptive and continue until success is made based upon school exiting criteria.

Selected Target Areas

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

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

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

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

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

Other Required Information for Strategy

"Response to Intervention: Enhancing the Learning to All Children" Michigan Association of Administrators of Special Education 2007

National Center for Educational Evaluation and Regional Assistance. Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse. 2009. Pp. 40-46.

The article reviewed eleven studies that measured the effect on intensive, systematic reading instruction in

small groups that were screened and determined to be struggling readers. The results indicated there is strong evidence that intensive instruction not only made an impact on decoding but also comprehension and vocabulary.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Direct supplemental instruction for students	2011-09-07	2012-06-13	Title I Teacher at Arno and Bennie Elementary Schools Title I Paraprofessionals at Arno and Bennie Elementary Schools At-Risk Teachers at Arno, Bennie, and Lindemann Schools At-Risk Paraprofessionals at Arno, Bennie, and Lindemann Schools Building Principals State and Federal Programs Coordinator

4.1.1.1. Activity: Direct supplemental instruction for students

Activity Description: Elementary students struggling in mathematics and meeting the criteria for service will be given additional instruction by a teacher or paraprofessional. Progress will be monitored to fulfill specific criteria for exiting services.

Service will be provided one-on-one or small group and funded through state (Section 31a funds) or federal funds for students at Arno and Bennie Schools (Title IA Targeted Assistance)

Evaluation of services will be made based on the effectiveness and student achievement of the program provided to students

Planned staff responsible for implementing activity: Title I Teacher at Arno and Bennie Elementary Schools

Title I Paraprofessionals at Arno and Bennie Elementary Schools
At-Risk Teachers at Arno, Bennie, and Lindemann Schools
At-Risk Paraprofessionals at Arno, Bennie, and Lindemann Schools
Building Principals
State and Federal Programs Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salaries for At-Risk Teachers and Paraprofessionals	Section 31 a	1.00	0.00

Salaries for Title I Teacher and Paraprofessionals	Title I Part A	1.00	0.00
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Goal 5: Writing Proficiency

Content Area: English Language Arts

Development Status: Complete

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

Gap Statement: The results of the new MEAP writing for 4th grade district students indicate 42% of students were proficient which is below the state proficiency score of 47%. District 4th grade females scored 51% proficiency while males scored 34%. Students identified as economically disadvantaged scored lower (36%) than non-economically disadvantaged students (45%). Students with disabilities also scored lower in proficiency (9%) than non-disabled students in the district (46%) and also below students with disabilities within the state (17%).

Within the District, 46% of 7th grade students scored proficient while the state score was 48%. Similar to the 4th grade, 54% of district females were proficient while 39% of males were proficient. 7th grade students identified as economically disadvantaged scored 34% while 52% of student not economically disadvantaged were proficient. Student with disabilities scored 10% proficiency while the state proficiency was also 10%.

The results of the Spring 2011 MME results reflect that 44% of District 11th graders (51% at the High School, 2% at the Community Alternative School) which is equal to 2009. However, the High School proficiency rate increased by 4%. The score of 44% proficiency of district 11th graders is higher than the ISD rate of 38% but lower than the state (47%).

A proficiency score of 3% for students with disabilities is indicated in the district (5% for high school and 0% for community alternative school) while 9% of the students with disabilities were proficient at the ISD level and 10% at the state level.

Final results on the MAP/NWEA indicate the writing process as the weak area for district students in grades 2 through 6, while grammatical structure is weak for district students in grades 7 through 10.

Cause for Gap: In collaboration with teachers, it was felt that students were not required of enough writing and limited to english classes, some of the writing strategies have just started, and there is not 100% implementation from all staff

Multiple measures/sources of data you used to identify this gap in student achievement: Measures of Academic Progress/NWEA
MEAP
MME

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? The criteria for success will be met when all students are proficient on the writing assessments of the MEAP and MME. Another indicator is for district student proficiency levels to be at or above the ISD and state proficiency levels. In addition, an indicator for success in writing on the MAP/NWEA is to reach a growth level in all grades to at least the same as their peers in the norming group for NWEA.

Contact Name: William Holdsworth

List of Objectives:

Name	Objective
Improve Writing Proficiency	All students will increase their writing skills: By June, 2011, the mean RIT score for grades two through ten will equal or exceed the norm RIT on the Measures of Academic Progress (NWEA). This progress will be achieved through the use of Collins Writing, Lucy Calkins, and 6+1 Writing in classroom lessons.

5.1. Objective: Improve Writing Proficiency

Measurable Objective Statement to Support Goal: All students will increase their writing skills: By June, 2011, the mean RIT score for grades two through ten will equal or exceed the norm RIT on the Measures of Academic Progress (NWEA). This progress will be achieved through the use of Collins Writing, Lucy Calkins, and 6+1 Writing in classroom lessons.

List of Strategies:

Name	Strategy
Staff will use writing programs and technology to improve student writing	The District staff will receive further training in Lucy Calkins, Collins Writing, 6+1 Writing, and digital storytelling in order to use these tool in the classroom to improve student writing.

5.1.1. Strategy: Staff will use writing programs and technology to improve student writing

Strategy Statement: The District staff will receive further training in Lucy Calkins, Collins Writing, 6+1 Writing, and digital storytelling in order to use these tool in the classroom to improve student writing.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.
Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it

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

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

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

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

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

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

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

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

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

Other Required Information for Strategy

Rhonda Koenig. Learning for Keeps. Chapter 7 Looking Under the Hood: Key Writing Strategies. ASCD 2010.

Rhonda Koenig shares her thoughts on the work of Lucy Calkins and how she has learned to make writing about the writer. What makes the writer workshop effective is that it is a problem-solving process, students learn to be self-guided and have an understanding of what constitutes good writing, understanding that edit is an ongoing process and the teachers serve as a coach. In addition, the student writer practices in giving and receiving feedback as well as knowing the difference of writing as a writer and being a reader of writing.

Collins Education Associates. The Research Based of the Collins Writing Program. Collins Education Associates. 2003

The Collins Education Associates provide a summary of research evidence that has been made by others. In 1998 and 2002 the National Assessment of Educational Progress cited key aspects of the Collins Writing as have an effective impact on student writing. These areas included frequent informal writing about thoughts and observations, writing across the curriculum regularly, planning and organizing ideas before writing, and keeping compositions in a cumulative writing portfolio.

In Marzano, et. al. book Classroom Instruction That Works, George Hillocks examined nearly 2000 studies and concluded that the Collins Writing had positive effect size for effectiveness in teacher presentation, a natural process, focused practice, and the isolating of writing skills.

Peter C. Bellamy. Research on Writing with 6 + 1 Traits. Northwest Regional Educational Laboratory. 2001 Peter Bellamy cites a number of research studies that indicate the importance of writing amongst young children as a way of organizing and sharing thoughts. He further points to research showing the importance of how writers use stages to produce their work. In 1987, George Hillocks' meta-analysis of research that spanned twenty years pointed to six instructional strategies with could be judged for quality, or traits. In 1992, Arter, Spandel, Culham, and Pollard conducted a study of the effectiveness of the traits which demonstrated an increase in writing skill in three of the traits that were taught. In 1999, Coe conducted a study of 938 papers that were scored and concluded that Six Traits was a strong predictor of passing the Washington Assessment of Student Learning in writing. Coe pointed to the Six Trait model as being a process to identify student strengths and weakness which then leads to informed teacher instruction to improve writing.

National Writing Project. Literacy Through Technology: The Power of Digital Storytelling. July 2007

This article shares the power of using technology to improve student writing. Information was given about the Maine Writing Project. When students put words, voice, music, and images together they become more engaged. The focus needs to be of the storytelling and keeping the technology secondary. The author states that teachers need not worry about the technology and let the students figure it out.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
6+1 writing traits	2011-10-04	2012-03-07	Teachers in grades 3 through 9 Building Principals Curriculum Director
ACT Writing workshop training	2011-10-12	2011-12-21	Six high school teachers
Collins Writing continued	2011-09-07	2012-06-13	All teachers Building Principals
Lucy Calkins writer workshop training and modeling	2011-09-28	2012-03-14	K-2 Teachers Reading Coaches Elementary Building Principals Curriculum Director
Staff training in digital storytelling	2011-10-12	2012-05-09	High School English Teachers High School Social Studies Teachers

5.1.1.1. Activity: 6+1 writing traits

Activity Description: Teachers of grades 3 through 9 will continue to use 6+1 Writing to assess student writing and continue to use the common language of the traits. Progress will be measured through student writing observed by teachers and principals in addition to results on the 4th and 7th grade MEAP Writing and Language Survey of the Measures of Academic Progress (NWEA). An evaluation will be completed by the participants about the training and additional training needed.

Planned staff responsible for implementing activity: Teachers in grades 3 through 9
 Building Principals
 Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-04, End Date - 2012-03-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Collaboration of assessing student writing	No Funds Required		

5.1.1.2. Activity: ACT Writing workshop training

Activity Type: Professional Development

Activity Description: Six teacher representatives will attend an ACT Writing workshop to learn new strategies to use in the classroom to improve student writing on the ACT Test take in spring of 2012. Effectiveness of the training will be based on student proficiency level on the ACT writing as well as the results of the evaluation of the workshop submitted by the participating teachers.

Planned staff responsible for implementing activity: Six high school teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-12, End Date - 2011-12-21

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ACT workshop registration costs	Title II Part A	900.00	
Contracted substitutes for teachers to attend ACT writing training	Title II Part A	552.00	

5.1.1.3. Activity: Collins Writing continued

Activity Description: Elementary, Middle, and High School will continue the use of Collins Writing according to agreed upon number of types of writing on a quarterly basis and complete writing folders. The writing will continue to be collected and reviewed to measure progress toward success of writing skills. The results of the Measures of Academic Progress will be used to measure progress. In addition, staff will review results of the 2011 Fall MEAP Writing when results are made available. Evaluation of the activity will be based on the student achievement success and the complete implementation by teaching staff.

Planned staff responsible for implementing activity: All teachers
Building Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Purchase of writing folders	General Funds	3,316.00	0.00

5.1.1.4. Activity: Lucy Calkins writer workshop training and modeling

Activity Type: Professional Development

Activity Description: Two types of Lucy Calkins trainings will be provided for teachers of kindergarten through second grade. Trainings will be held for teachers who have never received any training while the second type will be refresher lessons in the use of the Lucy Calkins program. Trainings will include in-district whole group along with classroom modeling. The trainings will occur during the school day with the use of release time substitutes. An evaluation will completed by the participants about the training and additional training needed.

Planned staff responsible for implementing activity: K-2 Teachers
Reading Coaches

Elementary Building Principals
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-28, End Date - 2012-03-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Calkins Training Supplies	Title II Part A	100.00	
Contract Services for Trainers	Title II Part A	4,500.00	
Substitute Teachers	Title II Part A	4,048.00	

5.1.1.5. Activity: Staff training in digital storytelling

Activity Type: Professional Development

Activity Description: Secondary staff will be trained in how to instruct students on creating digital stories. The training will include the process for students to take in creating their ideas for their story, the voice to use in telling the story, the images to create or find that depict their story, and how to produce the product. The trainer will conduct the training in district using a computer lab in the Fall of 2011. The expectation is for the trained teachers to design at least two lessons in which students create a digital story throughout one semester. An evaluation will completed by the participants about the training and additional training needed.

Planned staff responsible for implementing activity: High School English Teachers
High School Social Studies Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-12, End Date - 2012-05-09

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Contracted services of trainer for digital storytelling	Title II Part A	6,000.00	
Substitutes to release 10 teachers for training	Title II Part A	2,760.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$383,847.00	\$0.00
Title II Part A	\$61,369.00	\$0.00
Section 31 a	\$782,638.00	\$0.00
General Funds	\$63,316.00	\$0.00
No Funds Required	\$0.00	\$0.00

Assurances

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*
Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*
Comments:

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*
Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*
Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*
Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*
Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments: *Greatest need at this time is wireless connection in the district.*

Increasing student work stations.

Finding the dollars to support the infrastructure due to decreasing funds to schools.

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *No*

Comments: *This area has been increasing.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Each new textbook purchase includes technology pieces for both students and staff to use in the home and in the classroom.*

The METS are assigned in the elementary and secondary schools to promote technology literacy.

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Dr.	John	Sturock	Superintendent	john.sturock@apps.k12.mi.us
Mrs.	Margaret	Marten	Board Member	N/A
Mrs.	Jeannette	MacDonald	Teacher/APEA President	jeannette.macdonald@apps.k12.mi.us
Mr.	William	Holdsworth	Curriculum/Tech Director	holdsworth@apps.k12.mi.us
Mrs.	Carrie	Carpenter	Teacher/NCA CoChair	carrie.carpenter@apps.k12.mi.us
Mrs.	Sara	Metzger	Teacher/NCA CoChair	sara.metzger@apps.k12.mi.us
Ms.	Cindy	Hodnicki	Teacher/NCA Co-Chair	cynthia.hodnicki@apps.k12.mi.us
Mrs.	Valerie	Tomich	Teacher/NCA CoChair	val.johnson@apps.k12.mi.us
Mr.	Don	Csont	Teacher/NCA CoChair	don.csont@apps.k12.mi.us
Dr.	Janine	Hall	Principal	janine.hall@apps.k12.mi.us
Mrs.	Cathy	Goulet	Principal	cathy.goulet@apps.k12.mi.us
Mrs.	Tanya	Duffy	Principal	tanya.duffy@apps.k12.mi.us
Ms.	Lisa	Radakovich	Teacher/K-12 English	lisa.radakovich@apps.k12.mi.us
Mr.	Tracy	Hoffman	Teacher/K-12 FPA Arts	tracy.hoffman@apps.k12.mi.us
Ms.	Colleen	Churchill	Teacher/K-12 PE/Health	colleen.churchill@apps.k12.mi.us
Mrs.	Elizabeth	Anderson	Teacher/K-12 Languages	elizabeth.anderson@apps.k12.mi.us
Mrs.	Erin	Bridges	Teacher/K-12 Math	erin.bridges@apps.k12.mi.us
Mrs.	Melanie	Flood	Teacher/K-12 Science	melanie.flood@apps.k12.mi.us
Mrs.	Priscilla	Zenn	Teacher/K-12 Soc. Studies	priscilla.zenn@apps.k12.mi.us
Mrs.	Christine	McKinzie	Media Sp./K-12 Career	christine.mckinzie@apps.k12.mi.us
Mrs.	Susan	Vokal	Principal	susan.vokal@apps.k12.mi.us
Mr.	Michael	Dawson	Principal	michael.dawson@apps.k12.mi.us
Mrs.	Janet	Wasko	Principal	janet.wasko@apps.k12.mi.us
Mrs.	Jennifer	Kusulas	Teacher/K-12	jennifer.kusulas@apps.k12.mi.us

			Math	
Mrs.	Tracy	Fallu	Teacher/K-12 Math	tracy.fallu@apps.k12.mi.us
Mrs.	Rachel	Warneck	Teacher/K-12 English	rachel.warneck@apps.k12.mi.us
Mrs.	Koren	Easlick	Teacher/K-12 Science	koren.easlick@apps.k12.mi.us
Mrs.	Nancy	Ranski	Teacher/K-12 Soc. Studies	nancy.ranski@apps.k12.mi.us
Mrs.	Carey	Kelly	Media Sp./K-12 Career	carey,kelly@apps.k12.mi.us

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

The District School Implement Plan was developed through the input over this past year from the members of the Instructional Curriculum Council, K-12 Content Committees, and the School Improvement Team members lead by the NCA Co-chairs. This group of stakeholders used the data collected from student formative and summative assessments to analyze the curriculum. Using the district curriculum review cycle as our guide, the stakeholders continuously were involved in the planning, implementing, evaluating, and making adjustment to the curriculum to promote student achievement.

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

Allen Park Schools follows a written curriculum review cycle which details five yearly phases that emphasizes the review of student data, program instruction and materials, staff development, alignment to state content expectations, federal requirements, and modifications of curriculum.

The District is lead by the Instructional Curriculum Council which serves as the District School Improvement Team. Members consist of a parent, board member, teachers, building principals, curriculum director, local union president, and district superintendent. Members of the Council represent the school NCA teams and K-12 Core Committees.

The Instructional Curriculum Council, the organization responsible for monitoring the activities of the curriculum review cycle, reviews and approves the recommendations and summaries of the K-12 Content Committees before making a recommendation of approval to the Allen Park Schools' Board of Education.

Agendas and minutes of the Instructional Curriculum Council are posted on a secured web page of the district website to maintain the history of activities.

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

The information and progress of this school improvement plan will be shared with all stakeholders through the district website.

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Janet Wasko, Civil Rights Coordinator/High School Principal
Address:	18401 Champaign, Allen Park MI 48101
Telephone Number:	313 827-1230

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?

The key factor for the success of this school improvement plan is the leadership of building principals and the administrative central office personnel and guidance to our teacher leaders.

In order to increase the leadership skills of the administrators, a professional development activity has been planned. This plan calls for half day trainings during the school year in which Nancy Colflesh, facilitator, will strengthen administrators' knowledge and skills for more intentional and purposeful leadership practices which impacts student learning. Activities will include building a sustaining community of learners, conducting intentional conversations and confrontations, improve skills for problem solving, conducting learning walks, and using four supervisory approaches for developing teacher reflection and growth in order to promote student achievement.

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

The district uses general funds and state and federal grants to support this school improvement plan.

The district continues to support classroom instruction through its general funds. These funds have supported the cost of substitutes to release teachers for grade level meetings at the elementary level to K-12 articulation meetings in all content areas. The district has used a budget line item to support textbook purchases as recommended from the K-12 Content Committees and approved by the Instructional Curriculum Council and the Allen Park Public Schools' Board of Education. Each school has a budget line item for supplies that are used to support classroom instruction that will lead to student achievement.

State grant funds have allowed us to give additional core content support, through the hiring of teachers and paraprofessional, to supplement instruction to students identified as at-risk.

Federal grant funds have allowed us to give supplemental support in two of our elementary schools for target assistance of qualifying students.

Federal funds also support not only those with disabilities but also those of special populations such as students identified as English language learners.

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

The district continues to assess through student results, observations, and surveys to integrate technology to support the school improvement plan. Some examples of meeting the needs to integrate technology in the school improvement plan include the use of CLASS A, a web based assessment tool used by teachers and administrators to create tests (common assessments) and analyze results, the purchase and the online administration of the Measures of Academic Progress (NWEA) for measuring student achievement in the areas of reading, language usage, and mathematics. The use of multi-media in classrooms to enhance instructional lessons. Finally, the district has been committed to increasing annually, the number of student workstations and computer labs to provide online access.